

2011-12 School Accountability Report Card — Published During the 2012-13 School Year

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GRADES K-5
www.marin.ausdk12.org

Principal's Message

We are a school made up of a diverse student body. Currently there are 510 students enrolled with over 20 different languages spoken at Marin Elementary School. The school serves students in grades K-5, with 20 general education classrooms. Additional resources are allocated to serve students in need of Reading and Math Intervention, English Language instruction, Speech and Language, Special Education resource services, Occupational Therapy and counseling. Students also participate in music, physical education, science and library media classes taught by specialists. These specialists provide instruction that enhances the classroom curriculum.

Marin Elementary School staff is focused on and dedicated to teaching students a core academic curriculum based on California State Standards. Our staff of fully credentialed and Cross-cultural Language and Academic Development (CLAD) certified teachers collaborate to produce a focused approach to instruction. Their efforts are reflected in their students' performance on the California Standards Test. The most recently released Adequate Yearly Progress (AYP) results report 86.7% of Marin students are proficient or advanced in English Language Arts and 85.6% in Math, schoolwide.

In addition, we offer a fee-based enrichment program; offered to students who are enrolled in the Early Bird and Late Bird programs in grades first through third. Some enrichment classes offered include: Hip Hop, Vocal Music, Guitar, Engineering, Drama and Chess.

Our campus houses a childcare program as a convenience to parents called Tupelo. The before- and after-school program is available from 7:30 a.m. to 6:00 p.m. and serves students in grades K-3. Inquiries regarding the Tupelo program should be directed to Susan Stevenson, Director of the Children's Center at (510) 559-6590.

Marin Mission Statement

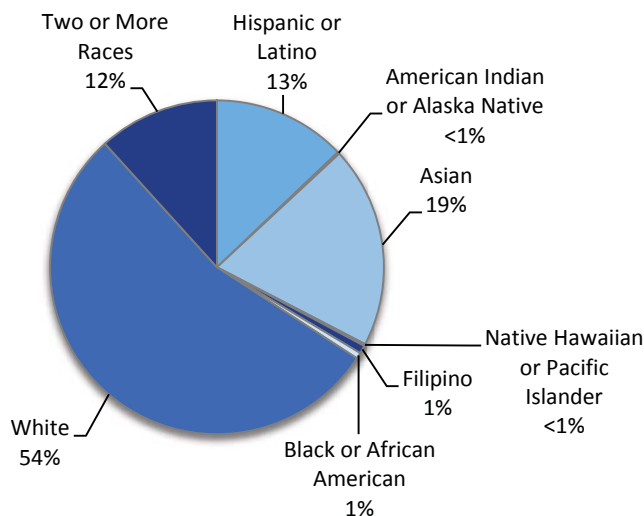
The mission of Marin Elementary School is to build a solid educational foundation for all students while inspiring, guiding, and challenging them to learn and reach out to the world with compassion, integrity and courage.

Enrollment and Demographics

The total enrollment at the school was 512 students for the 2011-12 school year.*

Demographics

2011-12 School Year



* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

Albany Unified School District

Marla Stephenson, Superintendent

1501 Monroe Street
 Albany, CA 94706
 Phone: (510) 558-3750
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www.ausdk12.org

District Mission Statement

The mission of AUSD is to provide excellent public education, empowering all to achieve their fullest potential as productive citizens. AUSD is committed to creating comprehensive learning opportunities in a safe, supportive, and collaborative environment, addressing the individual needs of each student.



Governing Board

Paul Black, President

Jonathan Knight, Vice-President

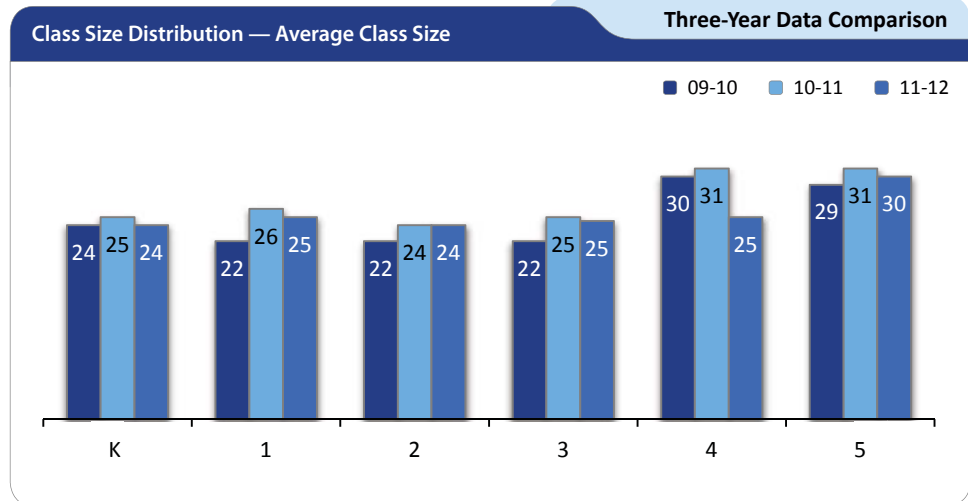
Patricia Low, Member

Allan Maris, Member

Ron Rosenbaum, Member



Class Size



Grade	09-10			10-11			11-12		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4			3			3	
1		4			4			5	
2		3.5			4			5	
3		3.5			3			4	
4		3			3			4	
5		3			3			3	

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

2011-12 School Year	
Marin ES	
Grade 5	
Percentage of Students Meeting Fitness Standards	
Four of Six Standards	14%
Five of Six Standards	30.1%
Six of Six Standards	43%

Class Size

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



District Vision Statement

A safe and supportive learning environment for all promotes student achievement and embraces diversity within our community.

Teachers, support staff, administrators, parents and the community share the responsibility for advancing the school system mission, goals, and promoting learning across the system.

Each student is a valued individual with unique physical, social, and emotional needs.

All students can develop a deep understanding of essential knowledge and skills, apply their learning, produce quality work, think critically, and become contributing members of society.



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Marin ES			
	09-10	10-11	11-12
Suspension Rates	0.010	0.000	0.000
Expulsion Rates	0.000	0.000	0.000
Albany USD			
	09-10	10-11	11-12
Suspension Rates	0.060	0.059	0.058
Expulsion Rates	0.001	0.001	0.000

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status		2012-13 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			10/25/2012
Date of the Most Recent Completion of the Inspection Form			10/25/2012

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2012-13 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Electrical	Removed stored materials in front of electrical panels in pods B, D, F and kindergarten on 11/9/2012.	
External	Filled in small hole in grass near intermediate playground structure on 10/30/2012.	

School Facilities

District facility committees have completed studies of districtwide needs as we plan for the future. In general, our district needs to prepare for continued growth in enrollment and is renovating existing facilities. Voters passed a \$31.6 million school bond for construction and renovation of the Albany schools. With the school bond and state funding, the district built a new middle school in 1999 and completed a new high school in 2001 to replace the existing Albany High School. An additional state modernization bond was passed Fall 2003 and a local construction bond was passed by Albany voters in Fall 2004. Modernization of all district elementary schools began in 2000 and was completed in 2007.

The safety of students and staff is a primary concern at Marin Elementary School. The school site safety plan is updated annually. The key element of the school site safety plan encompasses student safety and evacuation procedures. Fire, earthquake, and lock-down drills are conducted on a regular basis.

School Facilities

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To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. Any visitors to the campus are required to check in at the school's office and wear an appropriate identifying badge while visiting the school site.

The school was built in 1975. There are sufficient classroom, playground and staff spaces to support teaching and learning, including 24 classrooms, a multi-purpose room, a library, and several play areas.

District maintenance staff ensures that work orders and the 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.

There are 2 custodians. One works from 6:00 AM to 2:30 PM and the other works from 3:00 PM to 11:30 PM Monday through Friday. The principal works with custodial staff members to ensure that the cleaning of the school is maintained to provide a clean and safe school.



Parental Involvement

A source of support for our school is our highly involved and motivated parents. Parents make up the School Site Council (SSC) English Language Advisory Council (ELAC) and the Parent Teacher Association (PTA), as well as donate thousands of hours in classrooms each year. Parents organize and facilitate fundraisers and parent education events, coordinate campus beautification projects, organize community events and provide supplemental instructional materials.

For more information on how to become involved at the school, please contact Holly Taines White, President, Marin PTA, at (510) 520-2941.

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Textbooks and Instructional Materials

Albany Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Textbooks are adopted by the Board of Education after review and selection by staff according to the timelines established by the State of California. All District-adopted textbooks are State Board approved aligned to the State standards established by the California Board of Education. The most recent textbooks are illustrated in the chart.

Textbooks and Instructional Materials List		2012-13 School Year
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin Reading Program (K-5)	2002
Mathematics	Everyday Mathematics (K-5)	2008
Science	Delta/Full Option Science System (FOSS) (K-5)	2007
History-Social Science	Houghton Mifflin (K-1)	2006
History-Social Science	Harcourt (2-5)	2006

School Safety

Safety is a priority at Marin Elementary School. We have implemented a schoolwide behavior program, BEST. The BEST team has developed behavior expectations for common areas around the school. Classroom and common area behavior expectations are framed around 3 core ideas: Be Safe, Be Responsible and Be Respectful. Classroom and schoolwide incentives are tied to each of the "3 B's". In addition, Marin teachers integrate anti-bullying curriculum, Welcoming Schools, into their curricula and Marin students are trained as Conflict Managers.

We maintain a comprehensive school safety plan that meets local and state guidelines. The safety plan is annually approved by the School Board. Practice drills for fire, earthquakes and emergencies are held with the staff and students. Emergency kits are in classrooms and additional emergency supplies are stored on site. The status of the school's safety plan is reported to the Board of Education annually. The key elements of the school's annual safety plan are as follows:

Part I: Emergency Organization and Management

Responsibilities of AUSD 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/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

For further information regarding the school's safety plan, feel free to contact the principal.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2012.

"Marin Elementary School staff is focused on and dedicated to teaching students a core academic curriculum based on California State Standards."

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2012-13 School Year	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧
✧ Not applicable.	

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook	
2012-13 School Year	
Data Collection Date	10/2012

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2012-13 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

STAR Results for All Students

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Students Scoring at Proficient or Advanced Levels			Three-Year Data Comparison						
Subject	Marin ES			Albany USD			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English-Language Arts	86%	88%	86%	75%	76%	78%	52%	54%	56%
Mathematics	86%	87%	85%	75%	76%	76%	48%	50%	51%
Science	86%	89%	85%	74%	73%	75%	54%	57%	60%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Students Scoring at Proficient or Advanced Levels		Spring 2012 Results		
Group	English-Language Arts	Mathematics	Science	
All Students in the District	78%	76%	75%	
All Students at the School	86%	85%	85%	
Male	83%	86%	84%	
Female	89%	84%	85%	
Black or African American	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	
Asian	84%	82%	77%	
Filipino	❖	❖	❖	
Hispanic or Latino	74%	77%	❖	
Native Hawaiian or Pacific Islander	❖	❖	❖	
White	89%	87%	88%	
Two or More Races	89%	87%	❖	
Socioeconomically Disadvantaged	74%	77%	53%	
English Learners	66%	69%	45%	
Students with Disabilities	68%	59%	❖	
Students Receiving Migrant Education Services	❖	❖	❖	

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide12.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf.

API Ranks

API Ranks	Three-Year Data Comparison		
	2009	2010	2011
Statewide API Rank	10	10	10
Similar Schools API Rank	2	6	8

API Testing

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2012 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

Group	2012 Growth API and Three-Year Data Comparison								
	2012 Growth API						Marin ES – Actual API Change		
	Marin ES		Albany USD		California		09-10	10-11	11-12
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	351	926	2,744	893	4,664,264	788	18	4	-21
Black or African American	2	■	128	743	313,201	710	■	■	■
American Indian or Alaska Native	1	■	12	775	31,606	742	■	■	■
Asian	69	909	787	915	404,670	905	-4	21	-54
Filipino	4	■	31	876	124,824	869	■	■	■
Hispanic or Latino	41	895	462	829	2,425,230	740	■	■	■
Native Hawaiian or Pacific Islander	1	■	7	■	26,563	775	■	■	■
White	196	940	1,033	926	1,221,860	853	20	-1	-13
Two or More Races	37	930	279	893	88,428	849	■	■	■
Socioeconomically Disadvantaged	41	845	620	804	2,779,680	737	■	■	■
English Learners	58	859	461	806	1,530,297	716	31	5	-68
Students with Disabilities	35	809	290	743	530,935	607	■	■	■

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2011-12. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria		2011-12 School Year		
	Marin ES		Albany USD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	✘		No	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2012-13 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		2012-13 School Year	
	Marin ES	Albany USD	
Program Improvement Status	Not In PI	Not In PI	
First Year of Program Improvement	◇	◇	
Year in Program Improvement	◇	◇	
Number of Schools Identified for Program Improvement		2	
Percent of Schools Identified for Program Improvement		33.30%	

- ✘ Not applicable. The graduation rate for AYP criteria applies to high schools.
- ◇ Not applicable.

Types of Services Funded

Funding was used to support the following:

- Intervention Specialist
- English Language Learner Specialist
- Library/Media Specialist
- Math intervention
- Reading intervention materials



Professional Development

The teaching faculty is offered three districtwide staff development days during the school year. Along with meetings held every Wednesday afternoon, these professional development days offer teachers the opportunity to collaborate with one another about their curriculum, instruction and assessments, to share best practices with colleagues and to discuss ways to better support our students' learning. On a monthly basis, Marin teachers collaborate with the faculty at Cornell and Ocean View Schools in order to align our work across the district. Implementation of the Being a Writer supplemental writing program is a focus for this school year.

For the previous three school years, we had three days each year dedicated to staff and professional development.



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

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Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information	Three-Year Data Comparison			
	Albany USD	Marin ES		
Teachers	11-12	09-10	10-11	11-12
With Full Credential	196	22	28	29
Without Full Credential	2	1	0	0
Teaching Outside Subject Area of Competence		0	1	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Marin ES		
Teachers	10-11	11-12	12-13
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2011-12 school year. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tg.

No Child Left Behind Compliant Teachers	2011-12 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Marin ES	96.00%	4.00%
All Schools in District	95.31%	4.69%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	95.05%	4.95%

NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2011-12 School Year	
Academic Counselors	
FTE of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	
Social/Behavioral or Career Development Counselors	0.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.33
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	0.00



Financial Data

The financial data displayed in the SARC is from the 2010-11 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data	2010-11 Fiscal Year	
	Albany USD	Similar Sized District
Beginning Teacher Salary	\$42,779	\$38,725
Mid-Range Teacher Salary	\$62,305	\$59,717
Highest Teacher Salary	\$83,985	\$77,957
Average Principal Salary (Elementary School)	\$118,206	\$95,363
Average Principal Salary (Middle School)	\$127,232	\$98,545
Average Principal Salary (High School)	\$135,830	\$107,031
Superintendent Salary	\$211,686	\$149,398
Teacher Salaries — Percent of Budget	28%	37%
Administrative Salaries — Percent of Budget	4%	6%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2010-11 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Marin ES	\$3,786	\$69,520
Albany USD	\$4,871	\$65,760
California	\$5,455	\$62,892
School and District — Percent Difference	-28.7%	+5.4%
School and California — Percent Difference	-44.1%	+9.5%

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of November 29, 2012.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2010-11 Fiscal Year	
Total Expenditures Per Pupil	\$6,025
Expenditures Per Pupil From Restricted Sources	\$2,239
Expenditures Per Pupil From Unrestricted Sources	\$3,786
Annual Average Teacher Salary	\$69,520



School Accountability Report Card

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

School Accountability Report Card

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