

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Marin Elementary School	District Name	Albany Unified School
Street	1001 Santa Fe	Phone Number	510 559.3766
City, State, Zip	Albany, Ca 94706	Web Site	www.albany.k12.ca.us
Phone Number	510 558.4740	Superintendent	Ms. Marla Stephenson
Principal	Laura Casdia	E-mail Address	dmock@albany.k12.ca.us
E-mail Address	laura.casdia@albany.k12.ca.us	CDS Code	01611276095376

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

In 1998 the School Accountability report card was established by Prop 98. The initiative requires that each school issue a report annually, which shares achievements, operation, needs and other pertinent information. We hope that this information is helpful in describing our school and the many successes of the staff and students. The strength of our school lies with the staff who are knowledgeable, thoughtful and caring and who share the belief that all students can learn. The Albany Unified School District is working hard to prepare students to be successful in an ever-changing world. Our goal is to meet the needs of our students, despite a challenging funding environment. Albany Unified is fortunate to have the strong commitment of our community members who donate money, time and talent to make a difference in our schools. We THANK our community for demonstrating its continuing support through tax assessments, bond elections, local fund raising, and participation in the school program.

Our mission 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. Our goal is to maintain the excellence of our our school while maintain a comprehensive school safety plan that meets local and state guidelines. The School Safety Plan is approved annually 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 supplies are stored.

[Opportunities for Parental Involvement \(School Year 2007-08\)](#)

This section provides information about opportunities for parents to become involved with school activities.

Our schools value and enjoy a high level of parent involvement. The school works in partnership with parents to support students, staff and programs.

Opportunities for parent involvement include School Site Council, PTA, Music Boosters, Albany Education Foundation, Title I Advisory Committee, English Language Learner Advisory Committee, SchoolCare, and classroom volunteers. Communication is accomplished through weekly school wide newsletters as well as classroom newsletters; phone calls, report cards, and conferences.

The PTA supports the instructional program with parent education, a primary music program, funding instructional noontime aides, and fundraising activities, including escript and SchoolPop. The School Site Council monitors our program of instructional improvements. These organizations and other community resources have provided help to our classrooms in a number of ways, such as funds for supplemental instructional materials, additional computer equipment and software, in-service training activities for staff, improvements for our school yard, and special assemblies and school performances. In addition, many of our classrooms also benefit from help given by parent volunteers. To find out how you can get involved, call the school or talk to your child's classroom teacher.

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	80
Grade 1	82
Grade 2	82
Grade 3	84
Grade 4	89
Grade 5	89
Total Enrollment	506

[Student Enrollment by Group \(School Year 2007-08\)](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.77%	White (not Hispanic)	54.15%
American Indian or Alaska Native	0.79%	Multiple or No Response	6.92%
Asian	24.31%	Socioeconomically Disadvantaged	10%
Filipino	2.96%	English Learners	16%
Hispanic or Latino	7.51%	Students with Disabilities	14%
Pacific Islander	0.59%		

[Average Class Size and Class Size Distribution \(Elementary\)](#)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.6	5			18.5	4			20.2	3	2	
1	19.6	5			24	4			24.6	3	2	
2	20	4			20.2	4	1		20.4	3	2	
3	19.8	6			20.3	3	1		21		5	
4	29		3		29.3		3		29.7		3	
5	30.7		3		29.7		3		29.7		3	

III. School Climate

[School Safety Plan \(School Year 2007-08\)](#)

This section provides information about the school's comprehensive safety plan.

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.

[Suspensions and Expulsions](#)

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.8	0.0	3.6	5.8	5.6	4.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

[School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

District facility committees have completed studies of district-wide 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. Modernization includes new fire alarm/sprinkler system, new intercom/phone system, network, seismic retrofit, ADA-compliant restrooms/accessibility, code-compliant heating/ventilation/AC (HVAC), energy conservation, new lighting, suspended ceilings, code-compliant doors and door hardware, replacement of old floor tile, roof system repair/replacement, replacement of portable classrooms, painting, etc.

[School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	
Hazardous Materials (interior and exterior)	[X]	[]	[]	
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	
Electrical (interior and exterior)	[X]	[]	[]	
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside and outside)	[X]	[]	[]	
Restrooms	[X]	[]	[]	
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	
Roofs	[X]	[]	[]	
Overall Cleanliness	[X]	[]	[]	

[Overall Summary of School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[X]	[]	[]

V. Teachers

[Professional Development](#)

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

There are three district-wide staff development days, along with Wednesday afternoon meetings. It is an on-going focus for teachers to align the curriculum and assessments with CA state-standards. Topics for professional development days included alignment of standards with report cards on October 12, 2007 and safe schools with an emphasis on family diversity on March 14, 2008.

[Teacher Credentials](#)

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	29	25	25	186
Without Full Credential	1	1	1	18
Teaching Outside Subject Area of Competence	0.0			N/A

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

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0.0		
Total Teacher Misassignments	0.0		
Vacant Teacher Positions	0.0		

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	100%	0%

VI Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (paraprofessional)	1	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	The District adopted Houghton- Mifflin Language Arts materials for all students grade K-5.	0
Mathematics	The District has adopted Everyday Math and is implementing the program in the current school year.	0
Science	The Board adopted Delta/Full Option Science System in 2007	0
History-Social Science	The District has adopted Houghton Mifflin for K-1, and is using Harcourt for grades 2-5.	0
Foreign Language	NA	NA
Health	NA	NA
Visual and Performing Arts		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,898	\$1,431	\$4,467	\$58,152
District	---	---	\$4,715	\$62,270
Percent Difference – School Site and District	---	---	5.27%	6%
State	---	---	\$5,300	\$59,271
Percent Difference – School Site and State	---	---	5.32%	6%

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and 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	\$41,517	\$37,916
Mid-Range Teacher Salary	\$60,467	\$58,151
Highest Teacher Salary	\$81,507	\$75,396
Average Principal Salary (Elementary)	\$114,506	\$91,086
Average Principal Salary (Middle)	\$119,446	\$95,220
Average Principal Salary (High)	\$127,670	\$101,661
Superintendent Salary	\$196,261	\$136,091
Percent of Budget for Teacher Salaries	28.7%	38.5%
Percent of Budget for Administrative Salaries	4.7%	5.8%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	80	76	78	72	71	71	42	43	46
Mathematics	75	70	76	68	69	70	40	40	43
Science	80	77	72	63	63	70	35	38	46
History-Social Science				55	55	51	33	33	36

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*	*	
Asian	80	81	87	
Filipino	82	73	*	
Hispanic or Latino	57	50	*	
Pacific Islander	*	*	*	
White (not Hispanic)	82	78	81	
Male	75	74	69	
Female	82	78	76	
Economically Disadvantaged	47	52	46	
English Learners	60	74	*	
Students with Disabilities	38	48	29	
Students Receiving Migrant Education Services				

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
Statewide	10	10	9
Similar Schools	9	7	2

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-6	-21	14	886
African American				
American Indian or Alaska Native				
Asian	-18	-39	38	925
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-8	-18	0	898
Socioeconomically Disadvantaged				
English Learners			47	864
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

[AYP Overall and by Criteria \(School Year 2007-08\)](#)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

[Federal Intervention Program \(School Year 2008-09\)](#)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	