

ALBANY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION

*The mission of Albany Unified School District is to provide excellence in 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.*

REGULAR MEETING

ALBANY CITY HALL

1000 San Pablo Avenue  
Albany, CA 94706

TUESDAY

April 5, 2011

A G E N D A

- I. OPENING BUSINESS 6:30 p.m.**  
 A) Call to Order  
 B) Roll Call  
 C) Identify Closed Session Pursuant to Agenda Section III Below
- II. PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS**  
*General public comment on any Closed Session item will be heard. The Board may limit comments to no more than three (3) minutes.*
- III. CLOSED SESSION 6:35 p.m.**  
 A) With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54957: Superintendent's Evaluation  
 B) With respect to every item of business to be discussed in Closed Session pursuant to Education Code Section 35146: Student SSID #2118869425  
 C) With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54954.4: Litigation – John Doe vs. Albany Unified School District  
 D) With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54954.4: Litigation – Employee ID #4039  
 E) With respect to every item of business to be discussed in Closed Session pursuant to Education Code Section 35146: Personnel Matters – Employee ID #4238

- F) With respect to every item of business to be discussed in Closed Session Pursuant to Government Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR (Superintendent Marla Stephenson, District Representative), Regarding Negotiations as pertains to:
  - a. California School Employees Association (CSEA)
  - b. Albany Teachers Association (ATA)
  - c. SEIU Local 1021

**IV. OPEN SESSION**

**7:30 p.m.**

*Depending upon completion of Closed Session items, the Board of Education intends to convene to Open Session at 7:30 p.m. to conduct the remainder of its meeting, reserving the right to return to Closed Session at any time.*

- A) Reconvene to Open Session
- B) Roll Call
- C) Pledge of Allegiance
- D) Report of Action Taken in Closed Session
- E) Approval of Agenda
- F) Approval of Consent Calendar

*(The Consent Calendar includes routine items that may be handled with one action. Board Members may request any item be removed from the Consent Calendar without formal action)*

**1. Approval of Minutes**

- a) February 15, 2011
- b) March 1, 2011
- c) March 15, 2011

**2. Personnel**

**a) Certificated Personnel Assignment Order**

- 1. Amendment
  - a. Mental Health Intern
  - b. Mental Health Specialist
- 2. Leave
  - a. Teacher, SPL
- 3. Extra Assignment – none
- 4. New Hire
  - a. After School Intervention Teacher
  - b. Mental Health Intern
  - c. Mental Health Specialist
  - d. Substitute Teacher
  - e. Substitute Teacher – Long Term
  - f. Teacher
- 5. Separation of Service
  - a. Mental Health Specialist
  - b. Teacher
- 6. Status Change – none

**b) Classified Personnel Assignment Order**

- 1. Amendment

- a. Café Assistant II
- b. Donation Funded Sup Art Teacher
- 2. Leave – none
- 3. Extra Assignment – none
- 4. New Hire
  - a. Coach, Head, Varsity Football
  - b. Substitute Para-Educator
  - c. Substitute Para-Educator, Special Ed
  - d. Teacher
  - e. Yard Aide
- 5. Separation of Service
  - a. Para-Educator
  - b. Yard Aide
- 6. Status Change – none
- c) Uncompensated Service Assignment Order
  - 1. Student Teacher
  - 2. Volunteer
    - a. Classroom
    - b. Driver

- 3. **Curriculum and Instruction**
  - a) Approve the extended field trip request for Albany High School Model UN Club to attend the Model UN conference in Davis. Pg 6
  - b) Ratify the Innovative Project Grant Agreement between Albany Unified School District and the Philanthropic Ventures Foundation on behalf of Alameda County Behavioral Health Services Pg 7
  - c) Approve Memorandum of Understanding between Albany Unified School District and Alameda Unified School District and Berkeley Unified School District to form a consortium to apply for and implement the 2011-14 Teaching American History Grant Pg 12
- 4. **Business and Operations**
  - a) Approve donations over \$50.00 from January 15 – February 25, 2011 Pg 14
  - b) Approve Warrant Listing - March 2011 Pg 15
- 5. **Student Services**
  - a) Approve the Independent Contractor Agreement between Albany Unified School District and Audrey Spinka Pg 39

V. **STUDENT BOARD MEMBERS**

- A) Student Board Member Report

**VI. STAFF REPORTS**

- A) Equity Task Force Report Pg 40

**VII. PERSONS TO ADDRESS THE BOARD ON MATTERS NOT ON THE AGENDA**

*Board practice limits each speaker to no more than three (3) minutes. The Brown Act limits Board ability to discuss or act on items which are not on the agenda; therefore, such items may be referred to staff for comment or for consideration on a future agenda.*

**VIII. REVIEW AND ACTION ITEMS**

*(Members of the public will have the opportunity to speak on all issues.)*

- A) Approve Board of Education Special Study Sessions to Discuss 2011-12 Budget Reductions Pg 46
- B) Albany Children’s Center Report and Recommendations for 2011-12 Pg 47
- C) Approve Resolution No. 2010-11-22 in the Matter of Supporting Senate Constitutional Amendment 5 (SCA 5) Pg 50
- D) Approve the Updated 2009-10 School Accountability Report Cards for Albany High School, Albany Middle School, MacGregor Continuation High School, Cornell Elementary School, Marin Elementary School, and Ocean View Elementary School Pg 52
- E) Approve the Albany Unified School District School Board Governance Handbook Pg 115
- F) Approve Recommendation to Designate Certificated Employees to Permanent and Probationary Status Pg 132

**IX. REVIEW AND DISCUSSION ITEMS**

**X. BOARD AND SUPERINTENDENT COMMENTS**

**XI. FUTURE AGENDA ITEMS**

- A) Volunteer Recognition April
- B) Pool Update April
- C) Safe School Plans April
- D) FCMAT Report May
- E) Budget Development 2011-12 – Staffing May
- F) Board Governance Calendar May
- G) Employee Recognition June

**XII. FUTURE BOARD MEETINGS**

- A) Tuesday, April 19, 2011, 7:30 p.m., Regular Meeting  
Albany Community Center, 1249 Marin Avenue, Albany
- B) Tuesday, May 3, 2011, 7: 30 p.m., Regular Meeting  
Albany City Hall, 1000 San Pablo Avenue, Albany
- C) Tuesday, May 17, 2011, 7:30 p.m., Regular Meeting  
Albany City Hall, 1000 San Pablo Avenue, Albany

**XIII. ADJOURNMENT**

*The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board Meetings shall be adjourned at 10:00 p.m. unless extended to a specific time determined by a majority of the Board.*

The Board of Education meeting packet is available for public inspection at the Albany Public Library, 1247 Marin Avenue, all school sites, and the lobby of the Albany Unified School District office, 1051 Monroe Street, Albany. The agenda is available on the Albany Unified School District web site: [www.ausdk12.org](http://www.ausdk12.org)

If you provide your name and/or address when speaking before the Board of Education, it may become a part of the official public record and the official minutes will be published on the Internet

In compliance with the Americans with Disability Act (ADA), if you need special assistance to participate in this meeting, please contact the Superintendent's Office at 510-558-3766. Notification must be give forty-eight (48) hours prior to the meeting to make reasonable arrangements for accessibility (28 CFR 35.102.104 ADA Title II).

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of April 5, 2011**

**ITEM: APPROVE THE EXTENDED FIELD TRIP REQUEST FOR ALBANY HIGH SCHOOL MODEL UN CLUB TO ATTEND THE MODEL UN CONFERENCE IN DAVIS**

**PREPARED BY:** Lynda Hornada, Director of Curriculum and Instruction

**TYPE OF ITEM:** CONSENT

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**BACKGROUND INFORMATION:**

Dates of Trip:  
May 13 to 15, 2011

Students will depart Albany High School at 5:00 PM on May 13 and return at 5:00 PM on May 15, 2011.

Description of Trip:  
Approximately 20 AHS students will attend the conference. The students will be learning more about international relations and intergovernmental organizations. In addition, students will have the opportunity to further develop their own public speaking, research, and writing skills.

**X Standard Field Trip Request**

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**FINANCIAL INFORMATION:**

Funding Source: Donations

**RECOMMENDATION:**

**APPROVE THE EXTENDED FIELD TRIP REQUEST FOR ALBANY HIGH SCHOOL MODEL UN CLUB TO ATTEND THE MODEL UN CONFERENCE IN DAVIS**

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of April 5, 2011**

**ITEM:                   RATIFY THE INNOVATIVE PROJECT GRANT AGREEMENT  
BETWEEN ALBANY UNIFIED SCHOOL DISTRICT AND THE  
PHILANTHROPIC VENTURES FOUNDATION ON BEHALF OF  
ALAMEDA COUNTY BEHAVIORAL HEALTH SERVICES**

**PREPARED BY:**   Lynda Hornada, Director of Curriculum and Instruction

**TYPE OF ITEM:**   **CONSENT**

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**BACKGROUND INFORMATION:**

The agreement is attached.

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**FINANCIAL INFORMATION:**

Funding Source: Innovative Projects Grant

**RECOMMENDATION:**

**RATIFY THE INNOVATIVE PROJECT GRANT AGREEMENT BETWEEN  
ALBANY UNIFIED SCHOOL DISTRICT AND THE PHILANTHROPIC  
VENTURES FOUNDATION ON BEHALF OF ALAMEDA COUNTY  
BEHAVIORAL HEALTH SERVICES**

**INNOVATIVE PROJECT GRANT AGREEMENT  
BETWEEN**

ALBANY UNIFIED SCHOOL DISTRICT(AUSD) & PHILANTHROPIC VENTURES FOUNDATION ON BEHALF OF ALAMEDA  
COUNTY BEHAVIORAL HEALTH CARE SERVICES

Project Information				
Project Name: Building a Community of Safety & Respect		Grant #: S.4.407		
Budget: \$6,900		Length: 18 months		
Grantee Information				
City: Albany		Zip: 94706		
Contact Name(s): Eveline Shen & Jennifer Wachter, Project Coordinators		Title: N/A		
Phone: !		Fax: N/A		
Email: eshen8888@gmail.com jenniferwachter@hotmail.com				
Fiscal Sponsor Information (if applicable)				
Organization Name: Albany Unified School District (AUSD)		Tax ID #: 94-6002064	Org Type: Public Agency	
Contact Name: Lynda Hornada		Title: N/A		
Address: 1051 Monroe Street				
Phone: 510-558-3771		Fax: 510-559-6560		
Email: lynda.hornada@albany.k12.ca.us				
Payment Arrangement				
First: \$3,750	Second: \$1,450	Third: \$1,450	Final: \$250	Total over Project: \$6,900

**I. Learning Question(s):**

1. Will the creation of a strong partnership between the AUSD school district and LGBTQ families in Albany to help to foster positive mental health and well-being for students from LGBTQ families by decreasing the rate of bullying?
2. Will providing teachers, community members and students with appropriate tools and information cultivate a welcoming environment that will enhance the mental health and well-being for students from LGBTQ families in the Albany School District by decreasing the rate of bullying?
3. Will strengthening ties and creating a network of LGBTQ families in Albany decrease the stress experienced by the children of these families within the public school system and help them to develop resiliency in coping with homophobia from the broader community?

**II. Target Population: 25 AUSD students ages 5-18, and their LGBTQ parents who are multi-racial, of mixed income, and mostly lesbian-headed households families in Albany.**

1. Referral Source: Albany LGBTQ Families Group from 3 elementary schools

**III. Intervention & Outcomes:**

Strategy	Inputs & Activities	Measurable	Short Term Outcome(s)	Long Term Outcome(s)	Timeline
Outreach/ Education/ Training	A.1. Design 3 Half Day Sessions with KidPower	M.1 Meeting agendas & participant count	S.O.1. Increased knowledge among teachers, students & LGBTQ parents of negative impact of homophobic bullying	L.O.1. Increased ability among teachers to create safe classroom environments that prevent homophobic bullying	Months 1-2 of project
	A.2. Purchase materials	M.2. Receipt for materials			
	A.3. Pre test knowledge of negative impacts, tools & resources in parents, teachers & students	M.3. Baseline data			Months 3-12 of project



Outreach/ Education/ Training	A.1. Design 3 Half Day Sessions with KidPower	M.1 Meeting agendas & participant count	S.O.2. Increased knowledge among teachers & LGBTQ parents about how to provide children with appropriate tools to effectively deal with homophobic bullying.	L.O.2. Increased cohesion between LGBTQ parents, teachers & AUSD administrators  L.O.3. Decreased rates of homophobic bullying of students	P9 Months 1-2 of project
	A.2. Purchase materials	M.2. Receipt for materials			
	A.3. Pre test knowledge of negative impacts, tools & resources in parents, teachers & students	M.3. Baseline data	S.O.3. Increased opportunities for LGBTQ parents, teachers & AUSD administrators to address bullying & resilience among children of LGBTQ families  S.O.4. Increased opportunities for LGBTQ parents & children to identify & network with similar families to reduce their isolation & foster a positive, secure sense of belonging to the community		
	A.4. Conduct eight community meetings	M.4. Meeting agendas & participant count			
	A.6. Post test knowledge of negative impacts, tools & resources in parents, teachers & students	M.6. Post test data			
				Months 3-12 of project	

IV. Reporting Requirements: The grantee is required to submit three reports during this eighteen month grant. This information will help to inform learning about what supports are needed for the successful implementation of similar Innovative Projects. Grantees must also prepare a final report to share at the Learning Conference in summer 2012.

Report	Report Format	Due Date
1 <sup>st</sup> Report:	Go to <a href="http://www.surveymonkey.com/">http://www.surveymonkey.com/</a>	July 31, 2011
2 <sup>nd</sup> Report:	Go to <a href="http://www.surveymonkey.com/">http://www.surveymonkey.com/</a>	January 30, 2012
Final Report	Go to <a href="http://www.surveymonkey.com/">http://www.surveymonkey.com/</a>	July 31, 2012

V. Terms:

1. Roles: Philanthropic Ventures Foundation (PVF) holds Alameda County Behavioral Health Care Services Innovative Grants Program Fund. Checks to grantees will be made by PVF. Behavioral Health Care Services monitors grantees and collects reports. In some instances, the grantee will have a fiscal sponsor, who will receive and manage funds.
2. Time for Performance: Time is of the essence in the performance of services under this

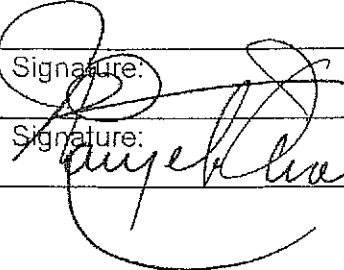
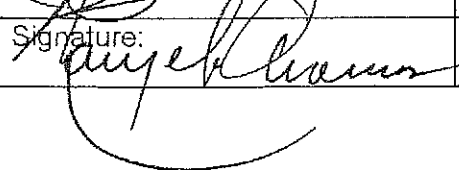
Agreement and the timing requirements set forth herein shall be strictly adhered to unless otherwise modified in writing in accordance with this Agreement. The Grantee shall commence performance no later than the end of February 2011, and shall complete all required services by January 31<sup>st</sup>, 2012.

3. **Payment:** Payment will not exceed \$6,900 for the duration of the twelve months. The first payment will be sent after the Award Agreement has been signed. All subsequent payments will be sent once the above reports have been submitted and approved by BHCS.
4. **Failure to Perform:** In the event that the Grantee performs services which do not comply with the requirements of this Agreement, the Grantee shall, upon receipt of written notice from Alameda County Behavioral Health Care Services, re-perform services (without additional compensation).
  - a. If Alameda County Behavioral Health Care Services requests return of funds for damages due to the Grantee's failure to perform in accordance with this Agreement the Grantee, shall reimburse BHCS for the damages incurred not to exceed \$6,900.
  - b. Please note that BHCS will respond to requests for technical assistance as staff support is available. In some extreme cases, BHCS may need to consider whether to discontinue a project if it appears that it cannot be successfully implemented given large-scale and unforeseen barriers. This will not impact an applicant's ability to apply for future rounds of funding under the Innovative Grants Program.
5. **Accounting Records:** The Contractor shall maintain full and adequate records in accordance with County requirements to show the actual costs incurred by the Contractor in the performance of this Agreement. This means receipts for materials and goods purchased must be maintained.
6. **Ownership of Work Product (Documents and Tools):** All original documents prepared by the Grantee (including its employees and consultants) for this Agreement ("work product"), whether complete or in progress, are the property of the BHCS, and shall be given to the BHCS at the completion of the project. The Grantee shall have a right to make and keep copies of the work product.
7. **Relationship between the Parties:** The Grantee is, and at all times shall remain, an independent contractor solely responsible for all acts of its employees, agents, or consultants, including any negligent acts or omissions. The Subcontractors are not BHCS' agent, and shall have no authority to act on behalf of BHCS, or to bind BHCS to any obligation whatsoever. The Grantee is not an officer or employee of BHCS, and shall not be entitled to any benefit, right, or compensation other than that provided in this Agreement.
8. **Nondiscrimination:** The Grantee shall not discriminate against any person related to the performance under this Agreement (including any employee or applicant) because of race, color, religious creed, national origin, physical disability, mental disability, medical condition, marital status, sexual orientation, or sex.
9. **Insurance:** The Grantee shall have the appropriate insurance required for the project activities.
10. **Indemnification:** The Grantee shall indemnify, hold harmless, and defend BHCS (including its elected officials, officers, agents and employees) from and against any and all claims (including all litigation, demands, damages, liabilities, costs, and expenses, and including court costs and attorney's fees) resulting or arising from performance, or failure to perform, under this Agreement.
11. **Term of The Agreement:** This Agreement may be terminated by BHCS without cause upon thirty (30) days written notice to the Grantee. In the event that the County should abandon, terminate or suspend the Contractor's work, the Contractor shall be entitled to payment for services provided hereunder prior to the effective date of said suspension, termination or abandonment.
  - a. The funding for the Innovative Grants Program and subsequent Innovative Projects is dependent on the availability of MHS Innovation funds. Funding for this round does in no way guarantees funding for subsequent rounds.
12. **Notices:** All notices, requests, demands, or other communications under this Agreement shall be in writing.
13. **Assignment and Delegation:** This Agreement, and any portion thereof, shall not be assigned or transferred, nor shall any of the Grantees duties be delegated, without the written consent of the BHCS.
14. **Modifications:** This Agreement may not be modified orally or in any manner other than by an agreement in writing signed by both parties. Either organization may terminate this Agreement upon

thirty (30) days with written notice.

15. **Waivers:** Waiver of a breach or default under this Agreement shall not constitute a continuing waiver or a waiver of a subsequent breach of the same or any other provision of this Agreement.

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Grantee Name: Lynda Hornada	Signature: 	Date: 1/31/2011
County:	Signature: 	Date: 3/16/12

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of April 5, 2011**

**ITEM: APPROVE MEMORANDUM OF UNDERSTANDING BETWEEN ALBANY UNIFIED SCHOOL DISTRICT AND ALAMEDA UNIFIED SCHOOL DISTRICT AND BERKELEY SCHOOL UNIFIED DISTRICT TO FORM A CONSORTIUM TO APPLY FOR AND IMPLEMENT THE 2011-14 TEACHING AMERICAN HISTORY GRANT**

**PREPARED BY:** Lynda Hornada, Director of Curriculum and Instruction

**TYPE OF ITEM:** CONSENT

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**BACKGROUND INFORMATION:**

The memorandum of understanding is attached.

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**FINANCIAL INFORMATION:**

Funding Source: Teaching US History Grant

**RECOMMENDATION:**

**APPROVE MEMORANDUM OF UNDERSTANDING BETWEEN ALBANY UNIFIED SCHOOL DISTRICT AND ALAMEDA UNIFIED SCHOOL DISTRICT AND BERKELEY SCHOOL UNIFIED DISTRICT TO FORM A CONSORTIUM TO APPLY FOR AND IMPLEMENT THE 2011-14 TEACHING AMERICAN HISTORY GRANT**

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
ALAMEDA UNIFIED SCHOOL DISTRICT  
ALBANY UNIFIED SCHOOL DISTRICT & BERKELEY UNIFIED SCHOOL DISTRICT**

The Alameda Unified School District, Albany Unified School District, and Berkeley Unified School District enter into a partnership to form a consortium to apply for and implement the 2011-2014 *American Citizenship: Claiming and Contesting its Meanings Teaching American History* (ACCCM) Teaching American History Grant. If the TAH grant is not awarded to this consortium, this Memorandum of Understanding becomes null and void.


Alameda Unified School District agrees to:

- Work with all grant partners to ensure that all requirements of the grant are met.
- Assist in grant evaluations and data collection. Provide necessary demographic and achievement student information; and teacher demographic and survey information needed to meet the grant evaluation components in a reasonable timeline.
- Assist in recruiting teachers to the grant within their district.
- Allow a teacher leader from each grade level who coordinates with the grant director and coordinator.
- Pay professional development stipends to grant teachers at the district rate and provide substitutes to grant teachers, per the grant requirements. It is understood that grant teachers will complete 43 hours of professional development per year that will be paid at the district hourly rate, and 4 yearly all-day colloquia that will be covered by substitute teachers. Additionally, grant teachers will receive an average of 5 hours per year of one-on-one coaching with grant leadership.
- Work with grant partners to arrange school site coaching sessions.
- Manage the submission of the grant proposal and the administration of the TAH grant, in partnership with the Grant Director, Donna Leary (director of the UCBHSSP).
- Act as the TAH Grant Fiscal Manger.
- Issue purchase orders to Albany and Berkeley for their budgeted amounts, and process invoices according to schedule.

Albany and Berkeley Unified School Districts agree to:

- Work with all grant partners to ensure that all requirements of the grant are met.
- Assist in grant evaluations and data collection. Provide necessary demographic and achievement student information; and teacher demographic and survey information needed to meet the grant evaluation components in a reasonable timeline to Alameda USD and the Grant Coordinator.
- Assist in recruiting teachers to the grant within their district.
- Pay professional development stipends to grant teachers at the district rate and provide substitutes to grant teachers, per the grant requirements. It is understood that grant teachers will complete 43 hours of professional development per year that will be paid at the district hourly rate, and 4 yearly all-day colloquia that will be covered by substitute teachers. Additionally, grant teachers will receive an average of 5 hours per year of one-on-one coaching with grant leadership.
- Work with grant partners to arrange school site coaching sessions.
- Invoice the Fiscal Manager on a semi-annual basis for grant expenses per the approved grant budget.
- Provide a district administrator or designee to work closely with the AUSD lead administrator and grant director to ensure the timely submission of the grant proposal and successful implementation of the grant.

\_\_\_\_\_  
Dr. Sean McPhetridge (date)  
Assistant Superintendent  
Alameda USD


2
3/30/2011

\_\_\_\_\_  
Dr. Lynda Hornada (date)  
Director of Curriculum &  
Instruction, Albany USD

\_\_\_\_\_  
Dr. Neil Smith (date)  
Assistant Superintendent  
Berkeley USD

# ALBANY UNIFIED SCHOOL DISTRICT

## DONATIONS OVER \$50.00

JANUARY 15 - FEBRUARY 25

<u>DONOR</u>	<u>GIFT</u>	<u>AMOUNT</u>
<b>CORNELL ELEMENTARY SCHOOL</b>		
Sung Cho	Monetary donation to Ms. Johnson's class	\$ 100.00
Sung Cho	Monetary donation to S. Dennis' class	\$ 100.00
Berkeley Orthodontics	Monetary donation to Cornell Elementary	\$ 200.00
Chevron	Monetary donation to Cornell Elementary	\$ 500.00
Wells Fargo Foundation	Monetary donation to Cornell Elementary	\$ 18.00
Wells Fargo Foundation	Monetary donation to B.Biehl-Davis' class	\$ 120.00
Wells Fargo Foundation	Monetary donation to C.Zmich's class	\$ 50.00
	<b>Total for Cornell Elementary School</b>	<b>\$ 1,088.00</b>
<b>MARIN ELEMENTARY SCHOOL</b>		
Marin PTA	Monetary donation to J.Allen	\$ 1,839.50
Marin PTA	Monetary donation to C.Engemann	\$ 1,839.50
	<b>Total for Marin Elementary School</b>	<b>\$ 3,679.00</b>
<b>OCEAN VIEW ELEMENTARY SCHOOL</b>		
Wells Fargo Foundation	Monetary donation to Ocean View Elementary	\$ 125.00
	<b>Total for Ocean View Elementary School</b>	<b>\$ 125.00</b>
<b>ALBANY MIDDLE SCHOOL</b>		
Albany Prevention Council	Monetary donation to the Safe Schools Ambassador's program	\$ 1,000.00
Roshawnda Bradford	Monetary donation to the Boy's Basketball program	\$ 120.00
Miriam and Jonathan Walden	Monetary donation to the Boy's Basketball program	\$ 120.00
Sangey Dolma	Monetary donation to the Boy's Basketball program	\$ 120.00
L. Endo	Monetary donation to the Boy's Basketball program	\$ 120.00
Nariaki and Etsuko Kuriyama	Monetary donation to the Boy's Basketball program	\$ 120.00
Jin Suk and Jeoung Shin	Monetary donation to the Boy's Basketball program	\$ 120.00
Melissa Wilson	Monetary donation to the Boy's Basketball program	\$ 60.00
Mike Sim	Monetary donation to the Boy's Basketball program	\$ 100.00
Mingma Lama and Kalsang Dolma	Monetary donation to the Boy's Basketball program	\$ 120.00
Sansan Lin	Monetary donation to the Girl's Basketball program	\$ 120.00
Su Yang and Jianlu Xu	Monetary donation to the Girl's Basketball program	\$ 120.00
Efrat Simhi-Aloni	Monetary donation to the Girl's Basketball program	\$ 72.00
Brett Miller	Monetary donation to the Girl's Basketball program	\$ 120.00
	<b>Total for Albany Middle School</b>	<b>\$ 2,432.00</b>
<b>ALBANY HIGH SCHOOL</b>		
Wells Fargo Foundation	Monetary donation to Albany High School	\$ 110.00
Wells Fargo Foundation	Monetary donation to the EDSAT Program	\$ 960.00
Wells Fargo Foundation	Monetary donation to S.Morris' classroom	\$ 50.00
Wells Fargo Foundation	Monetary donation to M.Desroches classroom	\$ 50.00
Wells Fargo Foundation	Monetary donation to J. Castle's classroom	\$ 25.00
Wells Fargo Foundation	Monetary donation to C.Aldape's classroom	\$ 25.00
	<b>Total for Albany High School</b>	<b>\$ 1,220.00</b>
<b>MACGREGOR HIGH SCHOOL</b>		
	No monetary donations received for MacGregor High School	
	<b>Total for MacGregor High School</b>	<b>\$ -</b>
<b>ALBANY CHILDREN'S CENTER</b>		
	No monetary donations received for Albany Children's Center	
	<b>Total for Albany Children's Center</b>	<b>\$ -</b>

March 2011 Warrant Listing									
ACSIG - DELTA DENTAL (000413/1)	Check # 225036, Dated 03/01/2011, Printed (RG000112), PO#_Batchld AP03012011								
02/11 premium	010-9534-	- - - - -			\$39,844.81				
02/11 premium	010-9534-	- - - - -			\$1,054.67				
02/11 employee contribution	010-9534-	- - - - -			-\$2,374.05	Check Amount for 225036			\$38,525.43
ACSIG - VISION INS (000412/1)	Check # 225037, Dated 03/01/2011, Printed (RG000112), PO#_Batchld AP03012011								
02/11 premium	010-9534-	- - - - -			\$11,372.90				
02/11 employee contribution	010-9534-	- - - - -			-\$549.67	Check Amount for 225037			\$10,823.23
ALAMEDA COE (000024/1)	Check # 225038, Dated 03/01/2011, Printed (RG000112), PO#_P11-00545, Batchld AP03012011								
10/11 Internet services	010-5832-0000-0000-7700-000-00--				\$18,037.90	Check Amount for 225038			\$18,037.90
Albany Children's Center (006996/2)	Check # 225039, Dated 03/01/2011, Printed (RG000112), PO#_Batchld AP03012011								
reimb for returned ck	120-8673-0000-0001- - - - -001				\$496.00	Check Amount for 225039			\$496.00
Julie Allen C/O Marin (005772)	Check # 225040, Dated 03/01/2011, Printed (RG000112), PO#_P11-00496, Batchld AP03012011								
reimb for classroom supplies	010-4300-9020-1110-1000-003-03--				\$50.00	Check Amount for 225040			\$50.00
ARROWHEAD MOUNTAIN SPRING (000095/2)	Check # 225041, Dated 03/01/2011, Printed (RG000112), PO#_Batchld AP03012011								
01/07-02/06 water (Marin)	010-4300-9020-1110-1000-003-03--				\$58.33	Check Amount for 225041			\$58.33
AT&T MOBILITY (007380/1)	Check # 225042, Dated 03/01/2011, Printed (RG000112), PO#_Batchld AP03012011								
01/10-02/09 service	010-5930-0000-0000-8200-000-00--				\$136.80	Check Amount for 225042			\$136.80
AT&T (000037/1)	Check # 225043, Dated 03/01/2011, Printed (RG000112), PO#_Batchld AP03012011								
02/07-03/06 service	010-5930-0000-0000-8200-000-00--				\$0.98				
02/07-03/06 service	010-5930-0000-0000-8200-000-00--				\$3.64	Check Amount for 225043			\$4.62
AMERICAN TELESOURCE (004858/1)	Check # 225044, Dated 03/01/2011, Printed (RG000112), PO#_Batchld AP03012011								
repair phone lines at Marin	010-5670-8150-1110-8110-003-00--				\$215.00	Check Amount for 225044			\$215.00
CYNTHIA ATIYEH C/O D.O. (003483/1)	Check # 225045, Dated 03/01/2011, Printed (RG000112), PO#_P11-00865, Batchld AP03012011								
reimb for fingerprint fees	010-5838-0000-0000-7400-000-00--				\$30.00				
reimb for 02/15 BTSA mid year meeting supplies	010-4300-0000-0000-7400-000-00--				\$30.92	Check Amount for 225045			\$60.92
AUSD CAFETERIA (007042/1)	Check # 225046, Dated 03/01/2011, Printed (RG000112), PO#_Batchld AP03012011								
reimb for returned ck	130-8634-5310- - - - -				\$76.00	Check Amount for 225046			\$76.00
AUSD REVOLVING FUND (000276/2)	Check # 225047, Dated 03/01/2011, Printed (RG000112), PO#_Batchld AP03012011								
reimb rev for returned ck	010-3753-0000-1110-1000-000-00--				\$116.68	Check Amount for 225047			\$116.68
B&H PHOTO (005413/1)	Check # 225048, Dated 03/01/2011, Printed (RG000112), PO#_P11-00227, Batchld AP03012011								
AC Relay and Male Cable (AHS)	010-4300-1100-1110-2700-038-38--				\$39.95	Check Amount for 225048			\$39.95
BARNES & NOBLE INC (001667/2)	Check # 225049, Dated 03/01/2011, Printed (RG000112), PO#_P11-00885, Batchld AP03012011								
classroom books for Cornell	010-4300-1100-1110-1000-001-01--				\$2,141.09	Check Amount for 225049			\$2,141.09
Be GLAD, LLC (007655/1)	Check # 225050, Dated 03/01/2011, Printed (RG000112), PO#_P11-00883, Batchld AP03012011								
ELD GLAD training/Mishork	010-5200-4035-0000-2100-000-00--				\$1,025.00	Check Amount for 225050			\$1,025.00
BRANDY BIEHL-DAVIS C/O CORNELL (006531/1)	Check # 225051, Dated 03/01/2011, Printed (RG000112), PO#_P11-00737, Batchld AP03012011								
10/11 reimb for supplies	010-4300-9020-1110-1000-001-01--				\$48.59	Check Amount for 225051			\$48.59
CALPERS (005346/2)	Check # 225052, Dated 03/01/2011, Printed (RG000112), PO#_Batchld AP03012011								
03/11 premium	010-9534-	- - - - -			\$387,004.95				
03/11 premium	010-5800-0000-0000-7200-000-00--				\$1,668.17				
03/11 remaining employer contribution for retirees	010-3751-0000-1110-1000-000-00--				\$7,560.00				
03/11 remaining employer contribution for retirees	010-3752-0000-0000-7200-000-00--				\$3,024.00				
03/11 premium	010-9534-	- - - - -			\$3,153.00				
03/11 premium	010-5800-0000-0000-7200-000-00--				\$11.67	Check Amount for 225052			\$402,422.12
COMMERCIAL LIGHTING CO. (007041/1)	Check # 225053, Dated 03/01/2011, Printed (RG000112), PO#_P11-00950, Batchld AP03012011								
bulbs and ballasts	010-4300-8150-0000-8110-000-00--				\$7,088.49	Check Amount for 225053			\$7,088.49
DELL (003086/1)	Check # 225054, Dated 03/01/2011, Printed (RG000112), PO#_P11-00845, Batchld AP03012011								

March 2011 Warrant Listing	010-4300-1100-1132-1000-038-38--	\$21.94	Check Amount for 225054	\$21.94
keyboard (AHS)	Check # 225055, Dated 03/01/2011, Printed (RG000112), PO# P11-00109, Batchld AP03012011			\$21.94
EAST BAY PAINT CTR (000369/2)	010-4300-8150-0000-8110-000-00--	\$29.79		
Open for 10/11 Paint Materials	010-4300-8150-0000-8110-000-00--	\$33.89		
Open for 10/11 Paint Materials	010-4300-8150-0000-8110-000-00--	\$200.10		
Open for 10/11 Paint Materials	010-4300-8150-0000-8110-000-00--	\$76.46		
Open for 10/11 Paint Materials	010-4300-8150-0000-8110-000-00--	\$61.23		
Open for 10/11 Paint Materials	010-4300-8150-0000-8110-000-00--	\$73.41		
Open for 10/11 Paint Materials	010-4300-8150-0000-8110-000-00--	\$33.90		
Open for 10/11 Paint Materials	010-4300-8150-0000-8110-000-00--	\$16.22		
Open for 10/11 Paint Materials	010-4300-8150-0000-8110-000-00--	\$8.51	Check Amount for 225055	\$533.51
GEOSPHERE CONSULTANTS, INC. (007049/1)	Check # 225056, Dated 03/01/2011, Printed (RG000112), PO# P11-00444, Batchld AP03012011	\$5,522.50	Check Amount for 225056	\$5,522.50
Geotechnical Testing & Inspection/Pool	210-6261-1711-0000-8500-005-00--			
GREAT AMERICAN LEASING CORP. (007274/1)	Check # 225057, Dated 03/01/2011, Printed (RG000112), PO# P11-00122, Batchld AP03012011	\$183.29	Check Amount for 225057	\$183.29
10/11 COPIER LEASE/SELPA	010-5611-6502-5050-2200-069-00--			
HAPPY PRODUCE (000397/1)	Check # 225058, Dated 03/01/2011, Printed (RG000112), PO# P11-00396, Batchld AP03012011	\$62.96		
culinary arts - food	010-4300-9020-1131-1000-038-38--	\$189.89		
culinary arts - food	010-4300-9020-1131-1000-038-38--			
culinary arts - food	010-4300-0350-7110-1000-038-00--	-\$163.57	Check Amount for 225058	\$89.28
Harris School Solutions (007477/1)	Check # 225059, Dated 03/01/2011, Printed (RG000112), PO# P11-00107, Batchld AP03012011	\$197.55	Check Amount for 225059	\$197.55
Touch-N-Serv Software (ACC Kitchen)	130-4300-5310-0000-3700-000-00--			
INTERNATIONAL MAILING EQUIP. (004415/1)	Check # 225060, Dated 03/01/2011, Printed (RG000112), PO# Batchld AP03012011	\$88.50	Check Amount for 225060	\$88.50
sealing kit for the D.O. postage machine	010-4300-0000-0000-7200-000-00--			
HELEN JIANG C/O FOOD SERVICES (006365/1)	Check # 225061, Dated 03/01/2011, Printed (RG000112), PO# Batchld AP03012011	\$28.71	Check Amount for 225061	\$28.71
12/14/10-02/10/11 mileage reimb	130-5200-5310-0000-3700-000-00--			
TONANTZIN MARTINEZ C/O ACC (006319/1)	Check # 225062, Dated 03/01/2011, Printed (RG000112), PO# Batchld AP03012011	\$36.42	Check Amount for 225062	\$36.42
reimb for classroom supplies	120-4300-0000-8500-1000-000-00--			
OFFICE DEPOT (000048/1)	Check # 225063, Dated 03/01/2011, Printed (RG000112), PO# P11-00898, Batchld AP03012011	\$123.91		
supplies	010-4300-0395-1140-1000-038-38--			
supplies	010-4300-1100-1110-1000-001-01--	-\$251.88		
supplies	010-4300-1100-1110-1000-001-01--	\$635.92		
supplies	010-4300-1100-1110-1000-004-04--	\$833.88		
supplies	010-4300-1100-1110-1000-016-16--	\$186.61		
supplies	010-4300-7091-1110-1000-000-00--	\$275.22	Check Amount for 225063	\$1,803.66
PARAMOUNT ELEVATOR (005841/1)	Check # 225064, Dated 03/01/2011, Printed (RG000112), PO# P11-00088, Batchld AP03012011	\$90.00	Check Amount for 225064	\$90.00
10/11 CORNELL ELEVATOR SERVICE	010-5610-8150-1110-8110-001-00--			
PRUDENTIAL OVERALL SUPPLY (005374/1)	Check # 225065, Dated 03/01/2011, Printed (RG000112), PO# P11-00012, Batchld AP03012011	\$186.27	Check Amount for 225065	\$186.27
10/11 Uniform Service	010-5800-0000-0000-8200-000-00--			
Public Health Institute CA Adolescent (006253/1)	Check # 225066, Dated 03/01/2011, Printed (RG000112), PO# Batchld AP03012011	\$25.00	Check Amount for 225066	\$25.00
registration for Joanne Wile to attend 03/11/10 conf	010-5200-4035-0000-2100-000-00--			
RICOH AMERICAS CORP. (001524/6)	Check # 225067, Dated 03/01/2011, Printed (RG000112), PO# P11-00013, Batchld AP03012011	\$752.40		
10/11 Copier Lease	010-5611-1100-1110-2700-001-00--	\$728.60		
10/11 Copier Lease	010-5611-1100-1110-2700-003-00--	\$911.55		
10/11 Copier Lease	010-5611-1100-1110-2700-004-00--	\$159.15		
10/11 Copier Lease	010-5611-1100-3200-2700-033-00--	\$220.73		
10/11 Copier Lease	110-5611-0000-4110-2700-000-00--	\$920.64		
10/11 Copier Lease	010-5611-1100-1110-2700-038-00--			





March 2011 Warrant Listing									
09/10 4th Qtr Part C Early Start Funds (SELPA)	010-9508-3385-	- - - -		\$2,104.00	Check Amount for 225242				\$2,104.00
CALIFORNIA SCHOOL BOARDS ASSN (000235/2)	Check # 225243, Dated 03/03/2011, Printed (RG000113), PO# Batchld AP03032011								
Institute for New & First Term Board Members/Maria	010-5200-0000-0000-7100-000-00--			\$255.00	Check Amount for 225243				\$255.00
Angela Campbell (007690/1)	Check # 225244, Dated 03/03/2011, Printed (RG000113), PO# Batchld AP03032011								
ACC parent refund	120-8673-0000-	- - - -001		\$224.00	Check Amount for 225244				\$224.00
CDW GOVERNMENT INC (003267/2)	Check # 225245, Dated 03/03/2011, Printed (RG000113), PO# P11-00946, Batchld AP03032011								
3 hard drives (tech)	010-4300-0000-0000-7700-000-77--			\$223.73	Check Amount for 225245				\$223.73
CITY OF BERKELEY (006080/2)	Check # 225246, Dated 03/03/2011, Printed (RG000113), PO# Batchld AP03032011								
03/18/11 O.V. Sailing trip	010-5810-0108-1110-1000-004-04--			\$233.00	Check Amount for 225246				\$233.00
CAROLINE CLARK C/O AMS (005794/1)	Check # 225247, Dated 03/03/2011, Printed (RG000113), PO# P11-00423, Batchld AP03032011								
6th Gr Science Supplies	010-4300-1100-1110-1000-016-16--			\$28.16	Check Amount for 225247				\$28.16
Krystal Coleman (007694/1)	Check # 225248, Dated 03/03/2011, Printed (RG000113), PO# Batchld AP03032011								
fingerprint reimb	010-5838-0000-0000-7400-000-00--			\$20.00	Check Amount for 225248				\$20.00
D & H Landscaping (007452/1)	Check # 225249, Dated 03/03/2011, Printed (RG000113), PO# Batchld AP03032011								
Additional work on Cougar Field	010-5670-9031-0000-8110-000-00--			\$775.00	Check Amount for 225249				\$775.00
D & M AUTO BODY, INC. (006534/1)	Check # 225250, Dated 03/03/2011, Printed (RG000113), PO# P11-00953, Batchld AP03032011								
van repairs	010-5670-0000-0000-8200-000-00--			\$3,150.78	Check Amount for 225250				\$3,150.78
DELTA EDUCATION (000193/4)	Check # 225251, Dated 03/03/2011, Printed (RG000113), PO# P11-00893, Batchld AP03032011								
sci textbooks for Marin	010-4300-0395-1110-1000-003-03--			\$383.51	Check Amount for 225251				\$383.51
DEPARTMENT OF JUSTICE (000604/1)	Check # 225252, Dated 03/03/2011, Printed (RG000113), PO# Batchld AP03032011								
01/11 fingerprints	010-5838-0000-0000-7400-000-00--			\$1,054.00	Check Amount for 225252				\$1,054.00
GOLD STAR FOODS (002941/2)	Check # 225253, Dated 03/03/2011, Printed (RG000113), PO# P11-00698, Batchld AP03032011								
food	130-4700-5310-0000-3700-000-00--			\$2,573.34					
food	130-4700-5310-0000-3700-000-00--			\$277.05					
food	130-4700-5310-0000-3700-000-00--			\$93.66	Check Amount for 225253				\$2,944.05
GRANICUS, INC. (007121/2)	Check # 225254, Dated 03/03/2011, Printed (RG000113), PO# P11-00016, Batchld AP03032011								
10/11 MinutesMaker Monthly Managed Service	010-5825-0000-0000-7700-000-00--			\$140.00	Check Amount for 225254				\$140.00
GUITAR CENTER (002561/4)	Check # 225255, Dated 03/03/2011, Printed (RG000113), PO# Batchld AP03032011								
class materials/see P10-00826	010-4300-1100-1110-2700-038-38--			\$276.32	Check Amount for 225255				\$276.32
HERTZ EQUIPMENT RENTAL (004463/3)	Check # 225256, Dated 03/03/2011, Printed (RG000113), PO# Batchld AP03032011								
Equip rental for Pool project	210-5600-1711-0000-8500-005-00--			\$369.89	Check Amount for 225256				\$369.89
INSPIRATION SOFTWARE (006747/1)	Check # 225257, Dated 03/03/2011, Printed (RG000113), PO# P11-00925, Batchld AP03032011								
Kidspiration for Marin	010-4300-1100-1110-1000-003-03--			\$92.23					
Kidspiration for Cornell	010-4300-7091-4760-1000-001-00--			\$75.75	Check Amount for 225257				\$167.98
David Kumamoto C/O Marin (007682/1)	Check # 225258, Dated 03/03/2011, Printed (RG000113), PO# P11-00933, Batchld AP03032011								
reimb for supplies	010-4300-9020-1110-1000-003-03--			\$45.90					
reimb for supplies	010-4300-9020-1110-1000-003-03--			\$48.89	Check Amount for 225258				\$94.79
LANGUAGE PEOPLE, INC. (006992/1)	Check # 225259, Dated 03/03/2011, Printed (RG000113), PO# P11-00157, Batchld AP03032011								
Sign Language Interpretation	010-5825-6500-5750-1180-000-65--			\$300.00	Check Amount for 225259				\$300.00
Al Larson (007692/1)	Check # 225260, Dated 03/03/2011, Printed (RG000113), PO# Batchld AP03032011								
reimb for cancelled AAS line dance class	110-8671-0000-	- - - -		\$60.00	Check Amount for 225260				\$60.00
Susie Larson (007693/1)	Check # 225261, Dated 03/03/2011, Printed (RG000113), PO# Batchld AP03032011								
reimb for cancelled AAS line dance class	110-8671-0000-	- - - -		\$60.00	Check Amount for 225261				\$60.00
MAGGIORA BAKING CO (000577/1)	Check # 225262, Dated 03/03/2011, Printed (RG000113), PO# P11-00701, Batchld AP03032011								
food	130-4700-5310-0000-3700-000-00--			\$259.00					
food	130-4700-5310-0000-3700-000-00--			\$160.50					
food	130-4700-5310-0000-3700-000-00--			\$118.00	Check Amount for 225262				\$537.50

March 2011 Warrant Listing					
NATIONAL ELEVATOR CO (004187/1)	Check # 225263, Dated 03/03/2011, Printed (RG000113), PO# P11-00129, Batchid AP03032011				
10/11 AMS ELEVATOR SERVICE	010-5610-0000-1110-8200-016-00--	\$135.00	Check Amount for 225263		\$135.00
David Grant, Inc. (007613/2)	Check # 225264, Dated 03/03/2011, Printed (RG000113), PO# P11-00561, Batchid AP03032011				
NoHo Software Webinar training (ACC)	120-5800-0000-8500-5000-000-00--	\$590.00	Check Amount for 225264		\$590.00
OFFICE DEPOT (000048/1)	Check # 225265, Dated 03/03/2011, Printed (RG000113), PO# P11-00943, Batchid AP03032011				
supplies	010-4300-1100-1110-1000-000-00--	\$80.21			
supplies	010-4300-1100-1110-1000-001-01--	\$330.92			
supplies	010-4300-0000-0000-7200-000-00--	\$331.53			
supplies	010-4300-1100-1110-1000-016-16--	\$65.05			
supplies	010-4300-0000-0000-7200-000-00--	\$132.78			
supplies	010-4300-0000-0000-7200-000-00--	\$222.53			
supplies	010-4300-1100-1110-1000-001-01--	\$11.19	Check Amount for 225265		\$1,174.21
SEAN OWENS C/O SPED (006354/1)	Check # 225266, Dated 03/03/2011, Printed (RG000113), PO# P11-00543, Batchid AP03032011				
10/11 Mileage reimb	010-5200-6500-5001-2100-000-65--	\$35.78	Check Amount for 225266		\$35.78
PCI EDUCATIONAL PUBLISHING (004431/1)	Check # 225267, Dated 03/03/2011, Printed (RG000113), PO# P11-00844, Batchid AP03032011				
AHS classroom materials	010-4300-0395-1140-1000-038-38--	\$208.22	Check Amount for 225267		\$208.22
PRUDENTIAL OVERALL SUPPLY (005371/1)	Check # 225268, Dated 03/03/2011, Printed (RG000113), PO# P11-00012, Batchid AP03032011				
10/11 Uniform Service	010-5800-0000-0000-8200-000-00--	\$174.66	Check Amount for 225268		\$174.66
SLO SELPA (007695/1)	Check # 225269, Dated 03/03/2011, Printed (RG000113), PO# .Batchid AP03032011				
reg for Schultz to attend to 10/11 ADR Conf.	010-5200-6502-5050-2200-069-00--	\$50.00	Check Amount for 225269		\$50.00
SUSAN STEVENSON C/O ACC (006325)	Check # 225270, Dated 03/03/2011, Printed (RG000113), PO# .Batchid AP03032011				
reimb for ACC brochures	120-4300-0000-8500-1000-000-00--	\$50.00	Check Amount for 225270		\$50.00
SUNESYS (006974/2)	Check # 225271, Dated 03/03/2011, Printed (RG000113), PO# P11-00083, Batchid AP03032011				
LICENSE FEE FOR MANAGED SERVICES	010-5825-0000-0000-7700-000-00--	\$2,730.56	Check Amount for 225271		\$2,730.56
SWISS CHALET FINE FOODS (007266/1)	Check # 225272, Dated 03/03/2011, Printed (RG000113), PO# .Batchid AP03032011				
food	130-4700-5310-0000-3700-000-00--	\$307.50	Check Amount for 225272		\$307.50
TMT ENTERPRISES INC (004755/1)	Check # 225273, Dated 03/03/2011, Printed (RG000113), PO# P11-00217, Batchid AP03032011				
Dura Pich Professional Mound Clay - Ocean View	010-5670-9031-0000-8110-000-00--	\$3,073.00	Check Amount for 225273		\$3,073.00
TOSHIBA FINANCIAL SERVICES (004499/4)	Check # 225274, Dated 03/03/2011, Printed (RG000113), PO# P11-00915, Batchid AP03032011				
01/11-06/11 copier lease	010-5611-6500-5001-2100-000-00--	\$3,728.44			
01/11-06/11 copier lease	010-5611-0000-1110-2700-000-00--	\$621.41	Check Amount for 225274		\$4,349.85
TOSHIBA BUSINESS SOLUTIONS (004499/5)	Check # 225275, Dated 03/03/2011, Printed (RG000113), PO# .Batchid AP03032011				
01/02-02/01 AMS copies	010-5610-1100-1110-2700-016-16--	\$10.49	Check Amount for 225275		\$10.49
VERIZON WIRELESS (004236/2)	Check # 225276, Dated 03/03/2011, Printed (RG000113), PO# .Batchid AP03032011				
01/20-02/19 service	010-5930-6502-5050-2200-069-00--	\$142.55			
01/20-02/19 service	010-5930-0000-0000-8200-000-00--	\$135.03	Check Amount for 225276		\$277.58
WASTE MANAGEMENT OF ALAMEDA (001541/4)	Check # 225277, Dated 03/03/2011, Printed (RG000113), PO# .Batchid AP03032011				
02/11 pick-up	120-5515-0000-8500-8200-000-00--	\$426.41	Check Amount for 225277		\$426.41
ACCURATE LABEL DESIGNS (005747/2)	Check # 225741, Dated 03/08/2011, Printed (RG000114), PO# P11-00962, Batchid AP03082011A				
AMS visitor labels	010-4300-1100-1110-1000-016-16--	\$78.95	Check Amount for 225741		\$78.95
ACSIG (000257/1)	Check # 225742, Dated 03/08/2011, Printed (RG000114), PO# .Batchid AP03082011A				
10/11 final Property/Liability payment	010-5450-0000-0000-7200-000-00--	\$71,668.00			
10/11 final Worker's Compensation payment	010-9536- - - - -	\$248,825.00	Check Amount for 225742		\$320,493.00
Alameda Co. Health Care (006342/3)	Check # 225743, Dated 03/08/2011, Printed (RG000114), PO# .Batchid AP03082011A				
2011 Transition Faire (SELPA)	010-4300-6502-5050-2200-069-00--	\$35.00	Check Amount for 225743		\$35.00
ALEX COMMERCIAL REFRIG. (007302/1)	Check # 225744, Dated 03/08/2011, Printed (RG000114), PO# P11-00781, Batchid AP03082011A				
purchase/install thermostats at Marin	010-4300-8150-1110-8110-003-00--	\$1,248.75	Check Amount for 225744		\$1,248.75

March 2011 Warrant Listing									
Aramark Uniform Service (007442/2)	Check # 225745, Dated 03/08/2011, Printed (RG000114), PO# P11-00091, Batchld AP03082011A								
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$29.68	Check Amount for 225745						\$29.68
AT&T (005220/4)	Check # 225746, Dated 03/08/2011, Printed (RG000114), PO# Batchld AP03082011A								
01/19-02/18 service	010-5930-0000-1110-8200-001-00--	\$7.07							
01/19-02/18 service	010-5930-0000-1110-8200-003-00--	\$90.18							
01/19-02/18 service	010-5930-0000-0000-8200-000-00--	\$29.02							
01/19-02/18 service	010-5930-0000-0000-8200-000-00--	\$7.07							
01/19-02/18 service	010-5930-0000-0000-8200-000-00--	\$27.21							
01/19-02/18 service	010-5930-0000-1110-8200-016-00--	\$53.92							
01/19-02/18 service	010-5930-0000-1110-8200-003-00--	\$186.66							
01/19-02/18 service	010-5930-0000-1110-8200-038-00--	\$61.53							
01/19-02/18 service	010-5930-8150-0000-8200-000-00--	\$64.65							
01/19-02/18 service	010-5930-0000-0000-8200-000-00--	\$659.26							
01/19-02/18 service	010-5930-0000-1110-8200-016-00--	\$108.38							
01/19-02/18 service	010-5930-0000-1110-8200-001-00--	\$164.60							
01/19-02/18 service	010-5930-0000-1110-8200-004-00--	\$96.02							
01/19-02/18 service	010-5930-0000-0000-8200-000-00--	\$419.41							
01/19-02/18 service	010-5930-0000-1110-8200-004-00--	\$12.84							
01/19-02/18 service	010-5930-0000-3200-8200-033-00--	\$5.91							
01/19-02/18 service	110-5930-0000-4110-8200-000-00--	\$162.40							
01/19-02/18 service	120-5930-0000-8500-8200-000-00--	\$258.36							
01/19-02/18 service	010-5930-0000-1110-8200-016-00--	\$154.97							
01/19-02/18 service	010-5930-0000-0000-8200-000-00--	\$155.85							
01/19-02/18 service	010-5930-0000-1110-8200-038-00--	\$261.72							
01/19-02/18 service	010-5930-0000-0000-8200-000-00--	\$19.98							
01/19-02/18 service	010-5930-0000-3200-8200-033-00--	\$159.73							
01/19-02/18 service	010-5930-0000-0000-8200-000-00--	\$51.95							
01/19-02/18 service	010-5930-0000-0000-8200-000-00--	\$347.75	Check Amount for 225746						\$3,566.44
AT&T (005220/6)	Check # 225747, Dated 03/08/2011, Printed (RG000114), PO# Batchld AP03082011A								
03/01/11 charges	010-5930-0000-1110-8200-003-00--	\$58.07	Check Amount for 225747						\$58.07
BATTALION ONE FIRE PROTECTION (007277/2)	Check # 225748, Dated 03/08/2011, Printed (RG000114), PO# P11-00961, Batchld AP03082011A								
replace recalled sprinkler heads at AMS	010-5670-8150-1110-8110-016-00--	\$13,843.55	Check Amount for 225748						\$13,843.55
BAYHILL HIGH SCHOOL (007231/1)	Check # 225749, Dated 03/08/2011, Printed (RG000114), PO# P11-00398, Batchld AP03082011A								
basic education for one student	010-5825-6500-5750-1180-000-65--	\$2,705.00	Check Amount for 225749						\$2,705.00
BAYSHORE SUPPLY (007572/1)	Check # 225750, Dated 03/08/2011, Printed (RG000114), PO# P11-00800, Batchld AP03082011A								
keyed switch for AHS gym lobby	010-4300-8150-1110-8110-038-00--	\$55.31	Check Amount for 225750						\$55.31
Be GLAD, LLC (007655/1)	Check # 225751, Dated 03/08/2011, Printed (RG000114), PO# P11-00916, Batchld AP03082011A								
GLAD training for 3 Marin teachers	010-5200-0395-1110-1000-003-03--	\$3,075.00							
Reg for ELL teacher to attend GLAD training	010-5200-7091-0000-2100-000-00--	\$1,025.00	Check Amount for 225751						\$4,100.00
BERKELEY FARMS (006683/1)	Check # 225752, Dated 03/08/2011, Printed (RG000114), PO# P11-00702, Batchld AP03082011A								
Dairy	130-4700-5310-0000-3700-000-00--	\$110.30							
Dairy	130-4700-5310-0000-3700-000-00--	\$127.85	Check Amount for 225752						\$238.15
BOLLO CONSTRUCTION INC. (006579/1)	Check # 225753, Dated 03/08/2011, Printed (RG000114), PO# P08-00979, Batchld AP03082011A								
POOL PROJECT	210-6265-1711-0000-8500-005-00--	\$29,244.12	Check Amount for 225753						\$29,244.12
NEIL BRODHEAD (007597/1)	Check # 225754, Dated 03/08/2011, Printed (RG000114), PO# P11-00442, Batchld AP03082011A								
Inspector of Record/Pool	210-6261-1711-0000-8500-005-00--	\$12,000.00	Check Amount for 225754						\$12,000.00
COMMERCIAL LIGHTING CO. (007041/1)	Check # 225755, Dated 03/08/2011, Printed (RG000114), PO# P11-00950, Batchld AP03082011A								



March 2011 Warrant Listing									
01/25-02/23 service	010-5520-0000-1110-8200-038-00--					\$9,840.86			
01/26-02/24 service	010-5520-0000-1110-8200-001-00--					\$133.69			
01/26-02/24 service	010-5520-0000-1110-8200-016-00--					\$5,036.82			
01/26-02/24 service	120-5520-0000-8500-8200-000-00--					\$16.99			
01/26-02/24 service	010-5520-8150-0000-8200-000-00--					\$1,408.49	Check Amount for 225772		\$16,662.11
Public Health Institute CA Adolescent (006253/1)	Check # 225773, Dated 03/08/2011, Printed (RG000114), PO# Batchld AP03082011A					\$25.00	Check Amount for 225773		\$25.00
Confidentiality/Minor Consent Wrokshop/Ball	010-5200-4035-0000-2100-000-00--					\$25.00	Check Amount for 225773		\$25.00
RICOH AMERICAS CORP., (001524/6)	Check # 225774, Dated 03/08/2011, Printed (RG000114), PO# P11-00013, Batchld AP03082011A					\$212.15	Check Amount for 225774		\$212.15
10/11 Copier Lease	120-5611-0000-8500-5000-000-00--					\$1,098.60	Check Amount for 225775		\$1,098.60
HOUGHTON MIFFLIN (001087/2)	Check # 225775, Dated 03/08/2011, Printed (RG000114), PO# P11-00810, Batchld AP03082011A					\$100.00	Check Amount for 225776		\$100.00
Booklets for Ocean View	010-4300-1100-1110-1000-004-04--					\$291.86	Check Amount for 225777		\$291.86
SLIDE RANCH (006107/1)	Check # 225776, Dated 03/08/2011, Printed (RG000114), PO# P11-00994, Batchld AP03082011A					\$32.38			
05/12/11 Cornell Slide Ranch trip	010-5810-0108-1110-1000-001-01--					\$556.35	Check Amount for 225778		\$2,567.56
STAR ELEVATOR INC. (000998/1)	Check # 225777, Dated 03/08/2011, Printed (RG000114), PO# P11-00034, Batchld AP03082011A					\$23.67	Check Amount for 225779		\$23.67
AHS Elevator Service for the 10/11 School Year	010-5610-0000-1110-8200-038-00--					\$560.42	Check Amount for 225780		\$560.42
SYSCO FOOD (000565/2)	Check # 225778, Dated 03/08/2011, Printed (RG000114), PO# P11-00696, Batchld AP03082011A					\$333.69			
food	130-4700-5310-0000-3700-000-00--					\$784.03	Check Amount for 225781		\$1,117.72
food	130-4700-5310-0000-3700-000-00--					\$4,462.50	Check Amount for 225782		\$4,462.50
supplies	130-4710-5310-0000-3700-000-00--					\$39.32	Check Amount for 225783		\$39.32
Eric Tanaka C/O Special Services (007623/1)	Check # 225779, Dated 03/08/2011, Printed (RG000114), PO# P11-00608, Batchld AP03082011A					\$296.21	Check Amount for 225784		\$296.21
10/11 Mileage Reimb	010-5200-6500-5001-2100-000-65--					\$9,736.50			
UTRECH ART SUPPLIES (001104/2)	Check # 225780, Dated 03/08/2011, Printed (RG000114), PO# P11-00881, Batchld AP03082011A					\$12,982.50			
art supplies for O.V.	010-4300-9030-1110-1000-004-00--					\$12,261.25	Check Amount for 225785		\$34,980.25
VEND MART (000719/1)	Check # 225781, Dated 03/08/2011, Printed (RG000114), PO# P11-00695, Batchld AP03082011A					\$333.69			
food	130-4700-5310-0000-3700-000-00--					\$88.35	Check Amount for 226511		\$88.35
supplies	130-4710-5310-0000-3700-000-00--					\$224.11			
RICHARD WALKER (001054/1)	Check # 225782, Dated 03/08/2011, Printed (RG000114), PO# Batchld AP03082011A					\$224.10	Check Amount for 226156		\$448.21
02/11 CART services	010-5825-6500-5750-1180-000-65--					\$2,400.00	Check Amount for 226512		\$2,400.00
LISA WARREN C/O CORNELL (003170/1)	Check # 225783, Dated 03/08/2011, Printed (RG000114), PO# P11-00487, Batchld AP03082011A					\$86.71			
reading lab supplies	010-4300-9020-1110-1000-001-01--					\$86.71			
WASTE MANAGEMENT OF ALAMEDA (001641/4)	Check # 225784, Dated 03/08/2011, Printed (RG000114), PO# Batchld AP03082011A					\$296.21	Check Amount for 226155		\$109.00
02/11 pick-up	010-5515-0000-0000-8200-000-00--					\$224.11			
YMCA CAMP ARROYO (000298/1)	Check # 225785, Dated 03/08/2011, Printed (RG000114), PO# P11-00011, Batchld AP03082011A					\$9,736.50			
10/11 Camp Arroyo Trips	010-5810-0108-1110-1000-016-16--					\$12,982.50			
10/11 Camp Arroyo Trips	010-5810-0108-1110-1000-016-16--					\$12,261.25	Check Amount for 225785		\$34,980.25
10/11 Camp Arroyo Trips	010-5810-0108-1110-1000-016-16--					\$109.00	Check Amount for 226155		\$109.00
Dublin High School (007358/2)	Check # 226155, Dated 03/10/2011, Printed (RG000115), PO# Batchld AP03102011					\$224.11			
03/19/11 Track Meet	010-5811-9021-1110-4200-038-38--					\$224.10	Check Amount for 226156		\$448.21
San Diego Marriott Hotel and Marina (007699/1)	Check # 226156, Dated 03/10/2011, Printed (RG000115), PO# Batchld AP03102011					\$224.11			
03/16-03/18 hotel stay/2011 CSUN conference	010-5200-6500-5750-1190-000-65--					\$224.10	Check Amount for 226156		\$448.21
03/16-03/18 hotel stay/2011 CSUN conference	010-5200-6500-5750-1110-000-65--					\$88.35	Check Amount for 226511		\$88.35
ALAMEDA COUNTY OFFICE OF ED (000024/1)	Check # 226511, Dated 03/15/2011, Printed (RG000116), PO# Batchld AP03152011					\$2,400.00	Check Amount for 226512		\$2,400.00
AMS lamps	010-4300-1102-1110-8200-016-16--					\$86.71			
ALPINE ACADEMY (007336/1)	Check # 226512, Dated 03/15/2011, Printed (RG000116), PO# P11-00286, Batchld AP03152011					\$2,400.00	Check Amount for 226512		\$2,400.00
Basic Education for (1) one student	010-5825-6500-5750-1180-000-65--					\$86.71			
APPLE COMPUTER INC. (000139/2)	Check # 226513, Dated 03/15/2011, Printed (RG000116), PO# P11-00911, Batchld AP03152011					\$86.71			
power adapter for MacBook (AHS)	010-4300-1100-1140-1000-038-38--					\$86.71			



March 2011 Warrant Listing									
Teacher Coaching	010-5800-4035-0000-2100-000-00--		\$500.00						
BTSA Liaison & Mentor Services	010-5800-0392-0000-2100-000-00--		\$4,750.00	Check Amount for 226522					\$5,250.00
CAROLINA BIOLOGICAL SUPPLY CO (000920/1)	Check # 226523, Dated 03/15/2011, Printed (RG000116), PO# P11-00860, Batchld AP03152011								4
AHS sci materials	010-4300-9020-1138-1000-038-38--		\$584.58						
AHS sci materials	010-4300-9020-1138-1000-038-38--		\$160.51	Check Amount for 226523					\$745.09
CLARK ELECTRICAL CONTRACTORS (007293/1)	Check # 226524, Dated 03/15/2011, Printed (RG000116), PO# P11-00922, Batchld AP03152011								
repair Marin cameras & check O.V. voltage	010-5670-8150-0000-8110-000-00--		\$312.44						
repair Marin cameras & check O.V. voltage	010-5670-8150-0000-8110-000-00--		\$348.66	Check Amount for 226524					\$661.10
CDW GOVERNMENT INC (003267/2)	Check # 226525, Dated 03/15/2011, Printed (RG000116), PO# P11-00948, Batchld AP03152011								
3 computers for AHS	010-4400-1100-1110-2700-038-38--		\$2,736.51						
Dragon Naturally Speaking package for SPED	010-4300-9003-5770-1190-000-65--		\$157.96	Check Amount for 226525					\$2,894.47
ANNIE CHIANG C/O FOOD SERVICES (006046/1)	Check # 226526, Dated 03/15/2011, Printed (RG000116), PO# , Batchld AP03152011								
reimb for work shoes	130-4300-5310-0000-3700-000-00--		\$80.00	Check Amount for 226526					\$80.00
CHILDREN'S LEARNING CENTER (000103/1)	Check # 226527, Dated 03/15/2011, Printed (RG000116), PO# P11-00031, Batchld AP03152011								
10/11 Educational Services	010-5825-6500-5750-1180-000-66--		\$3,135.00						
10/11 Educational Services	010-5825-6500-5750-1180-000-66--		\$3,135.00						
10/11 Educational Services	010-5825-6500-5750-1180-000-66--		\$3,135.00	Check Amount for 226527					\$9,405.00
City of Albany (00698/5)	Check # 226528, Dated 03/15/2011, Printed (RG000116), PO# , Batchld AP03152011								
AHS student CPR classes	010-4300-0395-1138-1000-038-38--		\$1,000.00						
CPR class	010-5825-0000-0000-7200-000-00--		\$480.00	Check Amount for 226528					\$1,480.00
COMTEL SERVICE COMPANY (000772/2)	Check # 226529, Dated 03/15/2011, Printed (RG000116), PO# , Batchld AP03152011								
repair AMS intercom	010-5670-8150-1110-8110-016-00--		\$350.00	Check Amount for 226529					\$350.00
CONSOLIDATED ENGINEERING LABS (007596/1)	Check # 226530, Dated 03/15/2011, Printed (RG000116), PO# P11-00443, Batchld AP03152011								
Special testing & inspection services/Pool	210-6261-1711-0000-8500-005-00--		\$2,515.26	Check Amount for 226530					\$2,515.26
CONTRA COSTA CO OFFICE OF EDU (001943/2)	Check # 226531, Dated 03/15/2011, Printed (RG000116), PO# P11-00778, Batchld AP03152011								
AB 430 Module training for Attiyeh	010-5200-0325-1110-2700-000-00--		\$500.00	Check Amount for 226531					\$500.00
JAMESON COSTELLO C/O MARIN (006458/1)	Check # 226532, Dated 03/15/2011, Printed (RG000116), PO# , Batchld AP03152011								
11/22-03/02 mileage reimb	010-5200-6500-5001-2100-000-65--		\$29.03	Check Amount for 226532					\$29.03
DANIELSEN (000512/1)	Check # 226533, Dated 03/15/2011, Printed (RG000116), PO# P11-00697, Batchld AP03152011								
food	130-4700-5310-0000-3700-000-00--		\$995.00						
supplies	130-4710-5310-0000-3700-000-00--		\$120.85	Check Amount for 226533					\$1,115.85
JULIE DAWSON C/O SPED (006219/1)	Check # 226534, Dated 03/15/2011, Printed (RG000116), PO# P11-00580, Batchld AP03152011								
10/11 Mileage reimb	010-5200-6500-5001-2100-000-65--		\$31.28	Check Amount for 226534					\$31.28
DESIGN SPACE MODULAR (007356/2)	Check # 226535, Dated 03/15/2011, Printed (RG000116), PO# P11-00080, Batchld AP03152011								
10/11 D O Lease	140-5621-0000-0000-8100-000-00--		\$4,169.72	Check Amount for 226535					\$4,169.72
DJ CO-OPS (005466/2)	Check # 226536, Dated 03/15/2011, Printed (RG000116), PO# , Batchld AP03152011								
11-12 annual renewal	130-5300-5310-0000-3700-000-00--		\$310.00	Check Amount for 226536					\$310.00
EBMUD (000224/2)	Check # 226537, Dated 03/15/2011, Printed (RG000116), PO# , Batchld AP03152011								
12/30-02/28 service	010-5555-0000-3200-8200-033-00--		\$283.52						
12/30-02/28 service	010-5555-0000-1110-8200-038-00--		\$378.68						
12/30-02/28 service	010-5555-0000-1110-8200-038-00--		\$287.15	Check Amount for 226537					\$949.35
EDUCATORS PUBLISHING SERVICE (006726/2)	Check # 226538, Dated 03/15/2011, Printed (RG000116), PO# P11-00982, Batchld AP03152011								
Neurodevelopmental Examination set (Sped)	010-4300-0000-0000-3120-000-00--		\$80.85						
Neurodevelopmental Examination set (Sped)	010-4300-6500-5001-3120-000-65--		\$79.54	Check Amount for 226538					\$160.39
FAR WEST SANITATION & STORAGE (003436/1)	Check # 226539, Dated 03/15/2011, Printed (RG000116), PO# P11-00115, Batchld AP03152011								
10/11 CONTAINER RENTAL/POOL	210-5600-1711-0000-8500-005-00--		\$87.26	Check Amount for 226539					\$87.26
FOOD 4 THOUGHT, LLC (007143/1)	Check # 226540, Dated 03/15/2011, Printed (RG000116), PO# P11-00703, Batchld AP03152011								



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food	130-4700-5310-0000-3700-000-00--		\$539.15						
food	130-4700-5310-0000-3700-000-00--		\$298.80	Check Amount for 226540					\$837.95
Fromuth (007652/1)	Check # 226541, Dated 03/15/2011, Printed (RG000116), PO# P11-00866, Batchld AP03152011								
AHS Men's Tennis tees	010-4300-9021-1110-4200-038-38--		\$477.40	Check Amount for 226541					\$477.40
GOLD STAR FOODS (002941/2)	Check # 226542, Dated 03/15/2011, Printed (RG000116), PO# P11-00698, Batchld AP03152011								
food	130-4700-5310-0000-3700-000-00--		\$2,930.71						
food	130-4700-5310-0000-3700-000-00--		\$65.65	Check Amount for 226542					\$2,996.36
Gov Connection, Inc. (007649/2)	Check # 226543, Dated 03/15/2011, Printed (RG000116), PO# P11-00851, Batchld AP03152011								
Dragon Naturally Speaking (SPED)	010-4300-6500-5001-2100-000-65--		\$191.58	Check Amount for 226543					\$191.58
HILL YARD/SAN FRANCISCO (007392/1)	Check # 226544, Dated 03/15/2011, Printed (RG000116), PO# P11-00965, Batchld AP03152011								
District sanitary supplies	010-4300-0000-0000-8200-000-00--		\$176.08						
District sanitary supplies	010-4300-0000-0000-8200-000-00--		\$983.89						
2 floor wax/buff machines for AHS	010-4400-8150-0000-8110-000-00--		\$8,814.88						
2 floor wax/buff machines for AHS	010-4400-1102-1110-8200-000-00--		\$6,452.39						
District sanitary supplies	010-4300-0000-0000-8200-000-00--		\$119.34						
District sanitary supplies	010-4300-0000-0000-8200-000-00--		\$3.45						
District sanitary supplies	010-4300-0000-0000-8200-000-00--		\$966.88						
District sanitary supplies	010-4300-0000-0000-8200-000-00--		\$185.46						
District sanitary supplies	010-4300-0000-0000-8200-000-00--		\$148.45	Check Amount for 226544					\$17,850.82
HOUGHTON MIFFLIN COMPANY (000158/2)	Check # 226545, Dated 03/15/2011, Printed (RG000116), PO# P11-00904, Batchld AP03152011								
algebra & geometry book for AHS	010-4300-0395-1140-1000-038-38--		\$148.32	Check Amount for 226545					\$148.32
HYDREX- HAYWARD (006625/1)	Check # 226546, Dated 03/15/2011, Printed (RG000116), PO# P11-00130, Batchld AP03152011								
10/11 PEST CONTROL (AMS)	010-5810-8150-1110-8110-016-00--		\$75.00	Check Amount for 226546					\$75.00
IMPERIAL FOODS CORP. (007033/1)	Check # 226547, Dated 03/15/2011, Printed (RG000116), PO# P11-00693, Batchld AP03152011								
food	130-4700-5310-0000-3700-000-00--		\$477.40	Check Amount for 226547					\$477.40
J.W. PEPPER & SON INC (004204/1)	Check # 226548, Dated 03/15/2011, Printed (RG000116), PO# , Batchld AP03152011								
AMS sheet music	010-4300-1100-1110-1000-016-16--		\$54.33	Check Amount for 226548					\$54.33
KANTORS FURNITURE (006257/1)	Check # 226549, Dated 03/15/2011, Printed (RG000116), PO# P11-00921, Batchld AP03152011								
2 bookcases for Marin	010-4300-9020-1110-1000-003-03--		\$457.91	Check Amount for 226549					\$457.91
Joe Kowalczyk (007707/1)	Check # 226550, Dated 03/15/2011, Printed (RG000116), PO# , Batchld AP03152011								
repair AHS kiln	010-5600-1100-1110-1000-038-38--		\$150.00						
repair AHS kiln	010-5600-1100-1110-1000-038-38--		\$225.00						
repair AHS kiln	010-5600-1100-1110-1000-038-38--		\$127.00	Check Amount for 226550					\$502.00
LIBRARIAN'S BOOK EXPRESS (005697/2)	Check # 226551, Dated 03/15/2011, Printed (RG000116), PO# , Batchld AP03152011								
Cornell library books	010-4300-9020-1110-1000-001-01--		\$265.30	Check Amount for 226551					\$265.30
LRP PUBLICATIONS (002194/3)	Check # 226552, Dated 03/15/2011, Printed (RG000116), PO# P11-00940, Batchld AP03152011								
Section 504 Dvd & Guide	010-4300-0000-5001-2100-000-65--		\$138.00						
Section 504 Dvd & Guide	010-4300-0000-5001-2100-000-65--		\$30.35	Check Amount for 226552					\$168.35
MAGGIORA BAKING CO (000577/1)	Check # 226553, Dated 03/15/2011, Printed (RG000116), PO# P11-00701, Batchld AP03152011								
food	130-4700-5310-0000-3700-000-00--		\$123.45						
food	130-4700-5310-0000-3700-000-00--		\$60.00						
food	130-4700-5310-0000-3700-000-00--		\$87.90						
food	130-4700-5310-0000-3700-000-00--		\$50.80						
food	130-4700-5310-0000-3700-000-00--		\$152.25						
food	130-4700-5310-0000-3700-000-00--		\$63.50						
food	130-4700-5310-0000-3700-000-00--		\$251.00	Check Amount for 226553					\$788.96
McCRRARY CONSTRUCTION COMPANY (007599/1)	Check # 226554, Dated 03/15/2011, Printed (RG000116), PO# P11-00724, Batchld AP03152011								

March 2011 Warrant Listing	210-6251-1711-0000-8500-005-00--	\$251,132.40	Check Amount for 226554	\$251,132.40
Albany Aquatic Center Project	Check # 226555, Dated 03/15/2011, Printed (RG000116), PO# P11-00724, Batchld AP03152011	\$27,903.60	Check Amount for 226555	\$27,903.60
Albany Aquatic Center Project retention	Check # 226556, Dated 03/15/2011, Printed (RG000116), PO# P11-00704, Batchld AP03152011	\$32.12	Check Amount for 226556	\$32.12
LAUREN MISHORK C/O MARIN (006767/1)	Check # 226557, Dated 03/15/2011, Printed (RG000116), PO# Batchld AP03152011	\$250.00	Check Amount for 226557	\$250.00
Reimb for classroom supplies	Check # 226558, Dated 03/15/2011, Printed (RG000116), PO# Batchld AP03152011	\$1,400.00	Check Amount for 226558	\$1,400.00
MONTGOMERY HIGH SCHOOL (002153/2)	Check # 226559, Dated 03/15/2011, Printed (RG000116), PO# P11-00873, Batchld AP03152011	\$1,225.00	Check Amount for 226559	\$1,225.00
track invitational	Check # 226560, Dated 03/15/2011, Printed (RG000116), PO# Batchld AP03152011	\$500.00	Check Amount for 226560	\$500.00
NORTHBRAE COMMUNITY CHURCH (002442/1)	Check # 226561, Dated 03/15/2011, Printed (RG000116), PO# P11-00895, Batchld AP03152011	\$390.33		
2011 winter facility use (AAS)	010-4300-9021-1110-4200-038-38--	\$36.58		
NSTA (006489/1)	010-4300-0395-4760-1000-038-38--	\$39.23		
register 7 for sci conference	010-4300-1100-1110-1000-038-38--	\$22.85		
Oakland Athletic League (007708/1)	010-4300-1100-1110-1000-038-38--	\$21.31		
04/02/11 invitational relays	010-4300-0395-4760-1000-038-38--	\$227.46		
OFFICE DEPOIT (000048/1)	010-4300-9021-1110-4200-038-38--	\$57.89		
supplies	010-4300-0395-4760-1000-038-38--	\$5.42		
supplies	010-4300-1100-1110-1000-038-38--	\$5.82		
supplies	010-4300-9021-1110-4200-038-38--	\$62.08		
supplies	010-4300-1100-1110-1000-038-38--	\$6.24		
supplies	010-4300-0395-4760-1000-038-38--	\$5.82		
supplies	010-4300-1100-1110-1000-038-38--	\$2,172.61		
supplies	010-4300-9021-1110-4200-038-38--	\$100.38		
supplies	010-4300-1100-1110-1000-038-38--	\$9.33		
supplies	010-4300-0395-4760-1000-038-38--	\$514.60		
supplies	010-4300-1100-1110-1000-038-38--	\$1,747.97		
supplies	010-4300-1100-1110-1000-038-38--	\$62.36		
supplies	010-4300-1100-1110-2700-038-38--	\$43.35		
supplies	010-4300-9020-1110-1000-001-01--	\$128.40		
supplies	010-4300-6500-5001-2100-000-65--	\$10.78		
supplies	010-4300-0000-0000-2100-000-00--	\$42.40		
supplies	010-4300-6500-5001-2100-000-65--	\$216.29		
supplies	010-4300-0000-0000-2100-000-00--	\$54.98		
supplies	010-4300-0395-1110-3110-038-38--	\$189.76	Check Amount for 226561	\$6,174.24
Okami Food, Inc. (007624/1)	Check # 226562, Dated 03/15/2011, Printed (RG000116), PO# P11-00700, Batchld AP03152011	\$230.00		
food	130-4700-5310-0000-3700-000-00--	\$276.00		
food	130-4700-5310-0000-3700-000-00--	-\$184.00	Check Amount for 226562	\$322.00
food	130-4700-5310-0000-3700-000-00--	\$76.01		
NCS PEARSON, INC. (006157/2)	Check # 226563, Dated 03/15/2011, Printed (RG000116), PO# P11-00976, Batchld AP03152011	\$76.01		
adolescent/adult sensory profile kit (Sped)	010-4300-6500-5001-3120-000-65--	\$76.01		
adolescent/adult sensory profile kit (Sped)	010-4300-0000-0000-3120-000-00--	\$76.01	Check Amount for 226563	\$152.02
PEARSON EDUCATION (003697/1)	Check # 226564, Dated 03/15/2011, Printed (RG000116), PO# P11-00906, Batchld AP03152011			

March 2011 Warrant Listing					
Earth Science Lab Manual for AHS	010-4100-0156-1110-1000-038-38--		\$357.15		
Biology & Earth Sci materials for AHS	010-4100-0156-1110-1000-038-38--		\$1,388.06	Check Amount for 226564	\$1,745.21
Oscar Permantle (007709/1)	Check # 226565, Dated 03/15/2011, Printed (RG000116), PO#			Batchld AP03152011	
refund for cancelled AAS Spanish class	110-8671-0000-		\$80.00	Check Amount for 226565	\$80.00
PG&E (000029/1)	Check # 226566, Dated 03/15/2011, Printed (RG000116), PO#			Batchld AP03152011	
01/05-02/25 service	120-5520-0000-8500-8200-000-00--		\$585.66		
01/05-02/25 service	010-5520-0000-3200-8200-033-00--		\$615.69		
01/05-02/25 service	010-5520-0000-1110-8200-001-00--		\$1,665.14		
01/05-02/25 service	010-5520-0000-1110-8200-003-00--		\$2,238.78		
01/05-02/25 service	010-5520-0000-1110-8200-004-00--		\$2,700.39		
02/04-03/07 service	010-5520-0000-1110-8200-003-00--		\$130.35	Check Amount for 226566	\$7,936.00
FIA CARD SERVICES (005636/1) (Hoffman)	Check # 226567, Dated 03/15/2011, Printed (RG000116), PO#			P11-00692, Batchld AP03152011	
food supplies	130-4710-5310-0000-3700-000-00--		\$10.98		
parking expenses	130-5200-5310-0000-3700-000-00--		\$16.00		
food	130-4700-5310-0000-3700-000-00--		\$323.31		
supplies	130-4300-5310-0000-3700-000-00--		\$105.51	Check Amount for 226567	\$455.80
FIA CARD SERVICES (005636/1) (Harden)	Check # 226568, Dated 03/15/2011, Printed (RG000116), PO#			Batchld AP03152011	
Revenue Limit Update software	010-4300-0000-0000-7200-000-00--		\$195.00	Check Amount for 226568	\$195.00
FIA CARD SERVICES (005636/1) (District)	Check # 226569, Dated 03/15/2011, Printed (RG000116), PO#			Batchld AP03152011	
Teach w/Me Movies subscription (AHS)	010-4300-0395-1140-1000-038-38--		\$31.97		
airfair for Aeries conf-Easley	010-5200-0000-0000-7700-000-00--		\$184.40		
CBDA Conf for Bryant (AHS)	010-5200-0395-1110-1000-038-38--		\$85.00		
Lingt Language subscription (AHS)	010-5610-0395-1110-1000-038-38--		\$159.98		
Intelius/residency verification	010-5825-0000-0000-7700-000-00--		\$120.00		
meeting expenses district	010-5200-0000-0000-7200-000-00--		\$80.00	Check Amount for 226569	\$661.35
PLEASANTON USD INFO SYSTEMS (000112/1)	Check # 226570, Dated 03/15/2011, Printed (RG000116), PO#			P11-00128, Batchld AP03152011	
10/11 QSS SERVICES	010-5832-0000-0000-7700-000-00--		\$500.00	Check Amount for 226570	\$500.00
PROQUEST INFORMATION & LEARN (005384/2)	Check # 226571, Dated 03/15/2011, Printed (RG000116), PO#			P11-00596, Batchld AP03152011	
SIRS Reasearcher Database for AHS Library	010-4300-9006-1110-1000-038-38--		\$1,000.00		
SIRS Reasearcher Database for AHS Library	010-4300-1100-1110-1000-038-38--		\$229.00	Check Amount for 226571	\$1,229.00
PRUDENTIAL OVERALL SUPPLY (005371/1)	Check # 226572, Dated 03/15/2011, Printed (RG000116), PO#			P11-00012, Batchld AP03152011	
10/11 Uniform Service	010-5800-0000-0000-8200-000-00--		\$203.66	Check Amount for 226572	\$203.66
SAN DIEGO CO SUPT OF SCHOOLS (003771/1)	Check # 226573, Dated 03/15/2011, Printed (RG000116), PO#			P11-00402, Batchld AP03152011	
SCI Assistance	010-4300-0000-5001-2100-000-65--		\$28.00	Check Amount for 226573	\$28.00
SCHOOL HEALTH CORPORATION (000122/2)	Check # 226574, Dated 03/15/2011, Printed (RG000116), PO#			P11-00978, Batchld AP03152011	
first aid supplies for AHS	010-4300-1100-1110-2700-038-38--		\$104.74	Check Amount for 226574	\$104.74
THE MCGRAW-HILL COMPANIES (002174/2)	Check # 226575, Dated 03/15/2011, Printed (RG000116), PO#			P11-00945, Batchld AP03152011	
Everyday Math materials	010-4300-6300-1110-1000-000-00--		\$1,164.86		
Everyday Math materials	010-4300-6300-1110-1000-000-00--		\$52.85	Check Amount for 226575	\$1,217.71
STARFISH THERAPIES (006664/1)	Check # 226576, Dated 03/15/2011, Printed (RG000116), PO#			P11-00152, Batchld AP03152011	
10/11 Physical Therapy Services	010-5825-6500-5750-1180-000-65--		\$210.00	Check Amount for 226576	\$210.00
STARLINE SUPPLY COMPANY (007229/1)	Check # 226577, Dated 03/15/2011, Printed (RG000116), PO#			P11-00984, Batchld AP03152011	
hand sanitizer for AHS	010-4300-1102-1110-8200-038-38--		\$398.66	Check Amount for 226577	\$398.66
SYSCO FOOD (000565/2)	Check # 226578, Dated 03/15/2011, Printed (RG000116), PO#			P11-00696, Batchld AP03152011	
food	130-4700-5310-0000-3700-000-00--		\$149.14		
food	130-4700-5310-0000-3700-000-00--		\$1,733.65		
supplies	130-4710-5310-0000-3700-000-00--		\$925.35	Check Amount for 226578	\$2,808.14

March 2011 Warrant Listing						
TOSHIBA BUSINESS SOLUTIONS (004499/5)	Check # 226579, Dated 03/15/2011, Printed (RG000116), PO# Batchld AP03152011	010-5610-1100-1110-2700-016-16--	\$58.19	Check Amount for 226579		\$58.19
02/02-03/01 AMS copies	Check # 226580, Dated 03/15/2011, Printed (RG000116), PO# P11-00694, Batchld AP03152011	130-4700-5310-0000-3700-000-00--	\$225.36			
TROPICANA CHILLED (007385/1)		130-4700-5310-0000-3700-000-00--	\$248.40	Check Amount for 226580		\$473.76
beverages						
beverages						
U-Select-It (007706/1)	Check # 226581, Dated 03/15/2011, Printed (RG000116), PO# Batchld AP03152011	130-5600-5310-0000-3700-046-00--	\$360.00	Check Amount for 226581		\$360.00
02/2011-02/2012 vending machine software fees						
Mike Vasarhely (007710/1)	Check # 226582, Dated 03/15/2011, Printed (RG000116), PO# Batchld AP03152011	010-5838-0000-0000-7400-000-00--	\$20.00	Check Amount for 226582		\$20.00
fingerprint reimb						
GISELLA VILLAFUERTE C/O KITCHEN (007564/1)	Check # 226583, Dated 03/15/2011, Printed (RG000116), PO# Batchld AP03152011	130-5200-5310-0000-3700-000-00--	\$6.63	Check Amount for 226583		\$6.63
02/11-03/10 mileage reimb						
Vistanomics, Inc. (007651/1)	Check # 226584, Dated 03/15/2011, Printed (RG000116), PO# P11-00862, Batchld AP03152011	010-4300-9020-1138-1000-038-38--	\$332.96	Check Amount for 226584		\$332.96
AHS sci materials						
WESTERN PSYCHOLOGICAL (000717/1)	Check # 226585, Dated 03/15/2011, Printed (RG000116), PO# P11-00974, Batchld AP03152011	010-4300-6500-5001-3120-000-65--	\$350.11	Check Amount for 226585		\$350.11
sensory processing & visual kits (Sped)						
Wildcat Farmers (007619/1)	Check # 226586, Dated 03/15/2011, Printed (RG000116), PO# Batchld AP03152011	130-4300-5310-0000-3700-000-00--	\$397.00	Check Amount for 226586		\$397.00
01/13-03/09 garden work						
A BETTER CHANCE SCHOOL (004750/1)	Check # 226945, Dated 03/17/2011, Printed (RG000117), PO# P11-00154, Batchld AP03172011	010-5825-6500-5750-1180-000-65--	\$3,532.90	Check Amount for 226945		\$3,532.90
10/11 Specialized Academic Program Services						
ALAMEDA UNIFIED SCHOOL DIST. (001037/1)	Check # 226946, Dated 03/17/2011, Printed (RG000117), PO# Batchld AP03172011	010-7211-3319-5730-9200-069-00-201	\$2,468.00			
09/10 7th Dist/preschool grant (SELPA)						
09/10 8th Dist/preschool local entitlement (SELPA)						
10/11 1st/2nd qtr preschool local (SELPA)	Check # 226947, Dated 03/17/2011, Printed (RG000117), PO# Batchld AP03172011	010-7211-3320-5730-9200-069-00-201	\$53,790.00	Check Amount for 226946		\$63,662.00
AUSD REVOLVING FUND (000276/2)						
03/11/11 notice/reimb for returned ck						
Little Stars Pizza/Safe Schools ck#1049	Check # 226948, Dated 03/17/2011, Printed (RG000117), PO# P11-00964, Batchld AP03172011	010-4300-9020-1110-1000-016-16-405	\$175.00	Check Amount for 226947		\$191.00
NICHOLAS BERGER C/O SPED (002318/1)						
reimb for supplies						
BERKELEY UNIFIED SCHOOL DIST. (000600/2)	Check # 226949, Dated 03/17/2011, Printed (RG000117), PO# Batchld AP03172011	010-4300-6500-5750-1110-000-65--	\$36.05	Check Amount for 226948		\$36.05
09/10 7th Dist/preschool grant (SELPA)						
09/10 8th Dist/preschool local entitlement (SELPA)						
10/11 1st/2nd qtr preschool local (SELPA)	Check # 226950, Dated 03/17/2011, Printed (RG000117), PO# P11-00158, Batchld AP03172011	010-7211-3320-5730-9200-069-00-202	\$28,118.00	Check Amount for 226949		\$33,246.00
BEYOND THE CLASSROOM (000107/1)						
10/11 Deaf & Hard of Hearing Related Services						
10/11 Deaf & Hard of Hearing Related Services						
10/11 Deaf & Hard of Hearing Related Services						
CEID (006336/1)	Check # 226951, Dated 03/17/2011, Printed (RG000117), PO# P11-00030, Batchld AP03172011	010-5825-6500-5750-1180-000-65--	\$231.00	Check Amount for 226950		\$910.00
10/11 Basic Ed & Speech & Language Services						
10/11 Basic Ed & Speech & Language Services						
CHIARELLA, JULIET C/O AHS (006948/2)	Check # 226952, Dated 03/17/2011, Printed (RG000117), PO# Batchld AP03172011	010-5825-6500-5750-1180-000-65--	\$1,421.00	Check Amount for 226951		\$3,661.00
reimb for AHS Connect brochures						
Krystal Coleman (007694/1)	Check # 226953, Dated 03/17/2011, Printed (RG000117), PO# Batchld AP03172011	010-5870-0370-1110-1000-038-38--	\$38.41	Check Amount for 226952		\$38.41
02/28-03/10 mileage reimb						
Parent (007467/1)	Check # 226954, Dated 03/17/2011, Printed (RG000117), PO# P11-00035, Batchld AP03172011	010-5200-0000-0000-7100-000-00--	\$63.44	Check Amount for 226953		\$63.44
10/11 Reimb for Tuition to Bayhill High School						
MARYWIN DEEGAN (006906/1)	Check # 226955, Dated 03/17/2011, Printed (RG000117), PO# P11-00010, Batchld AP03172011	010-5827-6500-5001-7100-000-65--	\$2,650.00	Check Amount for 226954		\$2,650.00
10/11 Augmentative Communication Services						
	Check # 226955, Dated 03/17/2011, Printed (RG000117), PO# P11-00010, Batchld AP03172011	010-5825-6500-5750-1180-000-65--	\$855.00	Check Amount for 226955		\$855.00

March 2011 Warrant Listing									
DISCOUNT SCHOOL SUPPLY (001605/3)	Check # 226956, Dated 03/17/2011, Printed (RG000117), PO# P11-00939, Batchld AP03172011	120-4300-0000-8500-8200-000-00--	\$506.47	Check Amount for 226956					\$506.47
Tupelo supplies									
EMERY UNIFIED SCHOOL DISTRICT (005835/1)	Check # 226957, Dated 03/17/2011, Printed (RG000117), PO# ,Batchld AP03172011	010-7211-3319-5730-9200-069-00--203	\$96.00						
09/10 7th Dist/preschool grant (SELPA)									
09/10 8th Dist/preschool local entitlement (SELPA)									
10/11 1st/2nd qtr preschool local (SELPA)									
CHRISTIANE ENGEMANN C/O MARIN	Check # 226958, Dated 03/17/2011, Printed (RG000117), PO# P11-00492, Batchld AP03172011	010-7211-3320-5730-9200-069-00--203	\$3,668.00	Check Amount for 226957					\$4,052.00
reimb for classroom supplies									
Game Time Sportsgear, Inc. (004279/4)	Check # 226959, Dated 03/17/2011, Printed (RG000117), PO# P11-00720, Batchld AP03172011	010-4300-9020-1110-1000-003-03--	\$47.74	Check Amount for 226958					\$47.74
AHS Women's basketball uniforms									
HERITAGE SCHOOLS, INC. (007513/1)	Check # 226960, Dated 03/17/2011, Printed (RG000117), PO# P11-00289, Batchld AP03172011	010-4300-9021-1110-4200-038-38--	\$1,975.00	Check Amount for 226959					\$1,975.00
Basic Education for one student									
Renee Howley C/O ACC (000941/1)	Check # 226961, Dated 03/17/2011, Printed (RG000117), PO# ,Batchld AP03172011	010-5825-6500-5750-1180-000-65--	\$1,995.00	Check Amount for 226960					\$1,995.00
reimb for classroom supplies									
CINNA HUNTER C/O SPED (000198/1)	Check # 226962, Dated 03/17/2011, Printed (RG000117), PO# P11-00856, Batchld AP03172011	120-4300-0000-8500-1000-000-00--	\$49.42	Check Amount for 226961					\$49.42
reimb for futon cover									
KIP EDUCATIONAL SERVICE PRODUC (005802/2)	Check # 226963, Dated 03/17/2011, Printed (RG000117), PO# P11-00599, Batchld AP03172011	010-4300-9020-1110-1000-001-01--	\$22.55	Check Amount for 226962					\$22.55
High School Forms									
LIFELOC TECHNOLOGIES INCS. (006043/1)	Check # 226964, Dated 03/17/2011, Printed (RG000117), PO# P11-00372, Batchld AP03172011	010-4300-1100-1110-2700-038-38--	\$465.00	Check Amount for 226963					\$465.00
Breathalizers (AHS)									
MARY & JOES SPORTING GOODS (000036/1)	Check # 226965, Dated 03/17/2011, Printed (RG000117), PO# P11-00823, Batchld AP03172011	010-4300-1100-1110-2700-038-38--	\$288.89	Check Amount for 226964					\$288.89
AHS baseball equipment									
My School Decal (007686/1)	Check # 226966, Dated 03/17/2011, Printed (RG000117), PO# P11-00960, Batchld AP03172011	010-4300-9006-1110-4200-038-38--	\$1,557.63	Check Amount for 226965					\$1,557.63
AHS spirit stickers for AHS									
JOANNA PACE C/O AMS (003214/1)	Check # 226967, Dated 03/17/2011, Printed (RG000117), PO# P11-00428, Batchld AP03172011	010-4300-9020-1110-1000-038-38--	\$1,025.00	Check Amount for 226966					\$1,025.00
6th Science Supplies									
PACT (006057/1)	Check # 226968, Dated 03/17/2011, Printed (RG000117), PO# P11-00206, Batchld AP03172011	010-4300-1100-1110-1000-016-16--	\$47.56	Check Amount for 226967					\$47.56
Specialized Augmentative & Assistive Technology									
NCS PEARSON, INC. (006157/2)	Check # 226969, Dated 03/17/2011, Printed (RG000117), PO# P11-00853, Batchld AP03172011	010-5825-6500-5750-1180-000-65--	\$285.00	Check Amount for 226968					\$285.00
SPED materials									
SPED materials									
PIEDMONT UNIFIED SCHOOL DIST (005594/1)	Check # 226970, Dated 03/17/2011, Printed (RG000117), PO# ,Batchld AP03172011	010-4300-0000-0000-3120-000-00--	\$172.32	Check Amount for 226969					\$341.69
09/10 7th Dist/preschool grant (SELPA)									
09/10 8th Dist/preschool local entitlement (SELPA)									
10/11 1st/2nd qtr preschool local (SELPA)									
DEBORAH B PLACE C/O AMS (004084/1)	Check # 226971, Dated 03/17/2011, Printed (RG000117), PO# ,Batchld AP03172011	010-7211-3324-5730-9200-069-00--204	\$8,558.00	Check Amount for 226970					\$10,738.00
reimb for safe school training supplies									
PRUDENTIAL OVERALL SUPPLY (005371/1)	Check # 226972, Dated 03/17/2011, Printed (RG000117), PO# P11-00012, Batchld AP03172011	010-4300-9020-1110-1000-016-16--405	\$46.62	Check Amount for 226971					\$46.62
10/11 Uniform Service									
QUALITY COPIER SERVICE (002689/3)	Check # 226973, Dated 03/17/2011, Printed (RG000117), PO# P11-00878, Batchld AP03172011	010-5800-0000-0000-8200-000-00--	\$200.27	Check Amount for 226972					\$200.27
Athletics copier maint									
School Facility Consultants (007703/1)	Check # 226974, Dated 03/17/2011, Printed (RG000117), PO# P11-01036, Batchld AP03172011	010-4300-9021-1110-4200-038-38--	\$90.00	Check Amount for 226973					\$90.00
Consultant services									
SENECA (001127/1)	Check # 226975, Dated 03/17/2011, Printed (RG000117), PO# P11-00318, Batchld AP03172011	010-5825-0000-0000-7200-000-00--	\$985.00	Check Amount for 226974					\$985.00
basic education for student									
SIGN A RAMA (002285/1)	Check # 226976, Dated 03/17/2011, Printed (RG000117), PO# P11-00938, Batchld AP03172011	010-5825-6500-5750-1180-000-65--	\$2,703.00	Check Amount for 226975					\$2,703.00
ACC Enrollment Banner									
	Check # 226977, Dated 03/17/2011, Printed (RG000117), PO# P11-00938, Batchld AP03172011	120-4300-0000-8500-1000-000-00--	\$177.80	Check Amount for 226976					\$177.80



March 2011 Warrant Listing									
food	130-4700-5310-0000-3700-000-00--				\$40.74				
food	130-4700-5310-0000-3700-000-00--				\$180.70				
supplies	130-4710-5310-0000-3700-000-00--				\$12.06	Check Amount for 227405			\$324.08
DELL MARKETING L.P. (003086/1)	Check # 227406, Dated 03/22/2011, Printed (RG000118), PO# P11-00959, Batchid AP03222011				\$1,172.58	Check Amount for 227406			\$1,172.58
Desktop computer for AMS	010-4400-1100-1110-1000-016-16--				\$2,357.00	Check Amount for 227407			\$2,357.00
DEPARTMENT OF JUSTICE (000604/1)	Check # 227407, Dated 03/22/2011, Printed (RG000118), PO# , Batchid AP03222011				\$315.90	Check Amount for 227408			\$315.90
02/11 fingerprints	010-5838-0000-0000-7400-000-00--				\$80.75				
DJ CO-OPS (005466/2)	Check # 227408, Dated 03/22/2011, Printed (RG000118), PO# P11-00109, Batchid AP03222011				\$31.25				
food	130-4700-5310-0000-3700-000-00--				\$191.65				
EAST BAY PAINT & DECORATOR CTR (000369/2)	Check # 227409, Dated 03/22/2011, Printed (RG000118), PO# P11-00109, Batchid AP03222011				\$60.70				
Open for 10/11 Paint Materials	010-4300-8150-0000-8110-000-00--				\$19.47				
Open for 10/11 Paint Materials	010-4300-8150-0000-8110-000-00--				\$38.86				
Open for 10/11 Paint Materials	010-4300-8150-0000-8110-000-00--				\$32.39				
Open for 10/11 Paint Materials	010-4300-8150-0000-8110-000-00--				\$29.42				
Open for 10/11 Paint Materials	010-4300-8150-0000-8110-000-00--				\$31.07				
Open for 10/11 Paint Materials	010-4300-8150-0000-8110-000-00--				\$511.51	Check Amount for 227409			\$1,027.07
Open for 10/11 Paint Materials	010-4300-8150-0000-8110-000-00--				\$598.02				
EBMUD (000224/2)	Check # 227410, Dated 03/22/2011, Printed (RG000118), PO# , Batchid AP03222011				\$749.07				
01/08-03/09 service	010-5555-0000-1110-8200-016-00--				\$598.02				
01/08-03/09 service	010-5555-0000-1110-8200-016-00--				\$279.41	Check Amount for 227410			\$2,224.52
01/05-03/04 service	010-5555-0000-1110-8200-038-00--				\$413.00				
01/05-03/04 service	010-5555-0000-1110-8200-038-00--				\$413.00				
FIRSTGROUP AMERICA (007019/2)	Check # 227411, Dated 03/22/2011, Printed (RG000118), PO# P11-00330, Batchid AP03222011				\$413.00				
Buses for 10/11 year	010-5810-9021-1110-4200-038-38--				\$413.00				
Buses for 10/11 year	010-5810-9021-1110-4200-038-38--				\$413.00				
Buses for 10/11 year	010-5810-9021-1110-4200-038-38--				\$413.00				
Buses for 10/11 year	010-5810-9021-1110-4200-038-38--				\$413.00				
Buses for 10/11 year	010-5810-9021-1110-4200-038-38--				\$413.00				
Buses for 10/11 year	010-5810-9021-1110-4200-038-38--				\$413.00				
Buses for 10/11 year	010-5810-9021-1110-4200-038-38--				\$413.00				
Buses for 10/11 year	010-5810-9021-1110-4200-038-38--				\$353.00				
Buses for 10/11 year	010-5810-9021-1110-4200-038-38--				\$353.00				
Buses for 10/11 year	010-5810-9021-1110-4200-038-38--				\$353.00	Check Amount for 227411			\$4,776.00
FOOD 4 THOUGHT, LLC (007143/1)	Check # 227412, Dated 03/22/2011, Printed (RG000118), PO# P11-00703, Batchid AP03222011				\$310.45	Check Amount for 227412			\$310.45
food	130-4700-5310-0000-3700-000-00--				\$1,391.25	Check Amount for 227413			\$1,391.25
GEOSPHERE CONSULTANTS, INC. (007049/1)	Check # 227413, Dated 03/22/2011, Printed (RG000118), PO# P11-00444, Batchid AP03222011				\$2,075.59				
Geotechnical Testing & Inspection/Pool	210-6261-1711-0000-8500-005-00--				\$87.51	Check Amount for 227414			\$2,163.10
GOLD STAR FOODS (002941/2)	Check # 227414, Dated 03/22/2011, Printed (RG000118), PO# P11-00698, Batchid AP03222011				\$140.00	Check Amount for 227415			\$140.00
food	130-4700-5310-0000-3700-000-00--				\$140.00	Check Amount for 227415			\$140.00
food	130-4700-5310-0000-3700-000-00--				\$140.00	Check Amount for 227415			\$140.00
GRANICUS, INC. (007121/2)	Check # 227415, Dated 03/22/2011, Printed (RG000118), PO# P11-00016, Batchid AP03222011				\$140.00	Check Amount for 227415			\$140.00
10/11 MinutesMaker Monthly Managed Service	010-5825-0000-0000-7700-000-00--				\$140.00	Check Amount for 227415			\$140.00

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HILLIARD/SAN FRANCISCO (007392/1)	Check # 227416, Dated 03/22/2011, Printed (RG000118), PO# P11-00965, Batchld AP03222011					
District sanitary supplies	010-4300-0000-0000-8200-000-00--	\$18.21				
District sanitary supplies	010-4300-0000-0000-8200-000-00--	\$36.72	Check Amount for 227416			\$54.93
HOME DEPOT CREDIT SERVICES (000495/2)	Check # 227417, Dated 03/22/2011, Printed (RG000118), PO# P11-00653, Batchld AP03222011					
Open for Hardware	010-4300-8150-0000-8110-000-00--	\$53.73				
Open for Hardware	010-4300-8150-0000-8110-000-00--	\$53.58	Check Amount for 227417			\$107.31
LPA, INC. (006826/2)	Check # 227418, Dated 03/22/2011, Printed (RG000118), PO# P08-00946, Batchld AP03222011					
POOL BUILDING PROJECT	210-6201-1711-0000-8500-005-00--	\$16,753.75				
POOL BUILDING PROJECT	210-6234-1711-0000-8500-005-00--	\$204.84	Check Amount for 227418			\$16,958.59
MAGGIORA BAKING CO (000577/1)	Check # 227419, Dated 03/22/2011, Printed (RG000118), PO# P11-00701, Batchld AP03222011					
food	130-4700-5310-0000-3700-000-00--	\$106.20				
food	130-4700-5310-0000-3700-000-00--	\$228.90				
food	130-4700-5310-0000-3700-000-00--	\$113.80				
food	130-4700-5310-0000-3700-000-00--	\$94.05				
food	130-4700-5310-0000-3700-000-00--	\$120.50	Check Amount for 227419			\$663.45
Mail Finance (007465/1)	Check # 227420, Dated 03/22/2011, Printed (RG000118), PO# P11-00015, Batchld AP03222011					
10/11 D.O. Postage Machine Lease	010-5610-0000-0000-7200-000-00--	\$185.45				
10/11 AMS Postage Machine Lease	010-5610-1100-1110-2700-016-16--	\$100.94	Check Amount for 227420			\$286.39
DIANE MARIE C/O SPED (006364/1)	Check # 227421, Dated 03/22/2011, Printed (RG000118), PO# P11-00857, Batchld AP03222011					
reimb for sped conf. airfair	010-5200-6500-5001-2100-000-65--	\$169.40	Check Amount for 227421			\$169.40
OFFICE DEPOT (000048/1)	Check # 227422, Dated 03/22/2011, Printed (RG000118), PO# Batchld AP03222011					
supplies	010-4300-0000-0000-7200-000-00--	\$86.91				
supplies	010-4300-0000-0000-7200-000-00--	\$413.87				
supplies	010-4300-1100-1110-1000-004-04--	\$974.56	Check Amount for 227422			\$1,475.34
PARAMOUNT ELEVATOR CORP (005841/1)	Check # 227423, Dated 03/22/2011, Printed (RG000118), PO# P11-00088, Batchld AP03222011					
10/11 CORNELL ELEVATOR SERVICE	010-5610-8150-1110-8110-001-00--	\$90.00	Check Amount for 227423			\$90.00
PG&E (000029/1)	Check # 227424, Dated 03/22/2011, Printed (RG000118), PO# Batchld AP03222011					
02/04-03/07 service	010-5520-0000-1110-8200-003-00--	\$56.17	Check Amount for 227424			\$56.17
PITNEY BOWES (001851/7)	Check # 227425, Dated 03/22/2011, Printed (RG000118), PO# Batchld AP03222011					
12/30/10-03/30/11 AHS postage machine rental	010-5610-1100-1110-2700-038-38--	\$388.02	Check Amount for 227425			\$388.02
PLEASANTON USD INFO SYSTEMS (000112/1)	Check # 227426, Dated 03/22/2011, Printed (RG000118), PO# P11-00128, Batchld AP03222011					
10/11 QSS SERVICES	010-5832-0000-0000-7700-000-00--	\$500.00	Check Amount for 227426			\$500.00
Lynn E. Ponton, M.D. (007715/1)	Check # 227427, Dated 03/22/2011, Printed (RG000118), PO# Batchld AP03222011					
02/10/11 supervision	010-5825-0000-0000-7200-000-00--	\$150.00	Check Amount for 227427			\$150.00
PTM DOCUMENT SYSTEMS (001702/2)	Check # 227428, Dated 03/22/2011, Printed (RG000118), PO# P11-00711, Batchld AP03222011					
Report card forms for AMS	010-4300-1100-1110-1000-016-16--	\$1,030.93	Check Amount for 227428			\$1,030.93
QUALITY BEHAVIORAL OUTCOMES (005607/3)	Check # 227429, Dated 03/22/2011, Printed (RG000118), PO# P11-00288, Batchld AP03222011					
Behavioral Services	010-5825-6500-5750-1180-000-65--	\$495.00	Check Amount for 227429			\$495.00
REVOLUTION LINUX (007342/2)	Check # 227430, Dated 03/22/2011, Printed (RG000118), PO# P11-00998, Batchld AP03222011					
Annual Service for AUD's IT infrastructure	010-5825-0000-0000-7700-000-00--	\$10,667.00	Check Amount for 227430			\$10,667.00
RICOH AMERICAS CORP. (001524/6)	Check # 227431, Dated 03/22/2011, Printed (RG000118), PO# P11-00013, Batchld AP03222011					
10/11 Copier Lease	010-5611-0000-0000-7200-000-00--	\$720.89				
10/11 Copier Lease	010-5611-1100-1110-2700-016-00--	\$789.87				
10/11 Copier Lease	010-5611-1100-1110-2700-001-00--	\$752.40				
10/11 Copier Lease	010-5611-1100-1110-2700-038-00--	\$920.64				
10/11 Copier Lease	010-5611-1100-3200-2700-033-00--	\$159.15				
10/11 Copier Lease	010-5611-1100-1110-2700-004-00--	\$911.55				



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10/11 Copier Lease	010-5611-1100-1110-2700-003-00--				\$728.60			
10/11 Copier Lease	010-5610-0000-1110-2700-000-00--				\$3,203.77			
10/11 Copier Lease	110-5611-0000-4110-2700-000-00--				\$220.73	Check Amount for 227431		\$8,407.60
SALT Software, LLC (007632/1)	Check # 227432, Dated 03/22/2011, Printed (RG000118), PO# P11-00664, Batchld AP03222011				\$256.17			
SALT 2010 instructional version (SPED)	010-4300-0000-0000-3120-000-00--				\$256.17	Check Amount for 227432		\$512.34
SALT 2010 instructional version (SPED)	010-4300-6500-5001-3120-000-65--				\$256.17	Check Amount for 227432		\$512.34
Alan Schroeder (007704/1)	Check # 227433, Dated 03/22/2011, Printed (RG000118), PO#, Batchld AP03222011				\$250.00	Check Amount for 227433		\$250.00
AMS author visit on 03/24/11	010-4300-1100-1110-1000-016-16--				\$73.70	Check Amount for 227434		\$73.70
JOAN SERIN C/O MARIN ELEM (001566/1)	Check # 227434, Dated 03/22/2011, Printed (RG000118), PO#, Batchld AP03222011				\$39.16	Check Amount for 227434		\$73.70
09/23/10-11/09/10 mileage reimb	010-5200-0000-0000-7200-000-00--				\$39.16	Check Amount for 227434		\$73.70
ALENE SHIROMOTO C/O CORNELL (004862/1)	Check # 227435, Dated 03/22/2011, Printed (RG000118), PO# P11-00890, Batchld AP03222011				\$25.68	Check Amount for 227435		\$64.84
reimb for classroom supplies	010-4300-9020-1110-1000-001-01--				\$25.68	Check Amount for 227435		\$64.84
reimb for classroom supplies	010-4300-9020-1110-1000-001-01--				\$682.86	Check Amount for 227436		\$682.86
SOUTHPAW ENTERPRISES (003568/1)	Check # 227436, Dated 03/22/2011, Printed (RG000118), PO# P11-01027, Batchld AP03222011				\$682.86	Check Amount for 227436		\$682.86
swing, trapeze & platform swing (SPED)	010-4300-6500-5750-3140-000-65--				\$238.52	Check Amount for 227437		\$7,808.33
SPURR (001012/2)	Check # 227437, Dated 03/22/2011, Printed (RG000118), PO#, Batchld AP03222011				\$735.25	Check Amount for 227437		\$7,808.33
02/11 Gas	010-5520-8150-0000-8200-000-00--				\$931.61	Check Amount for 227437		\$7,808.33
02/11 Gas	010-5520-0000-1110-8200-001-00--				\$1,572.99	Check Amount for 227437		\$7,808.33
02/11 Gas	010-5520-0000-1110-8200-003-00--				\$1,625.93	Check Amount for 227437		\$7,808.33
02/11 Gas	010-5520-0000-8100-8200-005-00--				\$1,282.62	Check Amount for 227437		\$7,808.33
02/11 Gas	010-5520-0000-1110-8200-016-00--				\$446.16	Check Amount for 227437		\$7,808.33
02/11 Gas	010-5520-0000-1110-8200-004-00--				\$340.04	Check Amount for 227437		\$7,808.33
02/11 Gas	010-5520-0000-3200-8200-033-00--				\$635.21	Check Amount for 227437		\$7,808.33
02/11 Gas	120-5520-0000-8500-8200-000-00--				\$4.42	Check Amount for 227438		\$4.42
TIME FOR KIDS (004325/2)	Check # 227438, Dated 03/22/2011, Printed (RG000118), PO# P11-00388, Batchld AP03222011				\$4.42	Check Amount for 227438		\$4.42
O.V. Time for kids subscription	010-4300-9020-1110-1000-004-04--				\$674.64	Check Amount for 227439		\$4,722.46
TOSHIBA FINANCIAL SERVICES (004499/4)	Check # 227439, Dated 03/22/2011, Printed (RG000118), PO# P11-00915, Batchld AP03222011				\$4,047.82	Check Amount for 227439		\$4,722.46
01/11-06/11 copier lease	010-5611-6500-5001-2100-000-00--				\$2,000.00	Check Amount for 227440		\$2,000.00
01/11-06/11 copier lease	010-5611-0000-1110-2700-000-00--				\$248.40	Check Amount for 227441		\$248.40
TOTALFUNDS BY HASLER (007610/1)	Check # 227440, Dated 03/22/2011, Printed (RG000118), PO#, Batchld AP03222011				\$248.40	Check Amount for 227441		\$248.40
D.O. postage	010-5910-0000-0000-7200-000-00--				\$414.90	Check Amount for 227442		\$1,562.70
TROPICANA CHILLED (007385/1)	Check # 227441, Dated 03/22/2011, Printed (RG000118), PO# P11-00694, Batchld AP03222011				\$928.31	Check Amount for 227443		\$928.31
beverages	130-4700-5310-0000-3700-000-00--				\$127.31	Check Amount for 228411		\$127.31
WILLIAMS SCOTSMAN, INC. (005507/2)	Check # 227442, Dated 03/22/2011, Printed (RG000118), PO# P11-00085, Batchld AP03222011				\$53.68	Check Amount for 228412		\$53.68
Portable Classroom Rent (Marin)	010-5621-0000-1110-8700-003-00--				\$58.37	Check Amount for 228413		\$58.37
Portable Classroom Rent (Cornell)	250-5621-0000-0000-8700-001-00--				\$567.90	Check Amount for 227442		\$1,562.70
Portable Classroom Rent (Cornell)	250-5621-0000-0000-8700-001-00--				\$567.90	Check Amount for 227442		\$1,562.70
WORTHINGTON DIRECT INC (002924/2)	Check # 227443, Dated 03/22/2011, Printed (RG000118), PO# P11-00981, Batchld AP03222011				\$928.31	Check Amount for 227443		\$928.31
classroom chairs for Cornell	010-4300-9020-1110-1000-001-01--				\$127.31	Check Amount for 228411		\$127.31
APPLE COMPUTER INC. (000139/2)	Check # 228411, Dated 03/24/2011, Printed (RG000119), PO# P11-01025, Batchld AP03242011				\$127.31	Check Amount for 228411		\$127.31
1 MacBook battery (AHS)	010-4300-1100-1110-1000-038-38--				\$53.68	Check Amount for 228412		\$53.68
Aramark Uniform Service (007442/2)	Check # 228412, Dated 03/24/2011, Printed (RG000119), PO# P11-00091, Batchld AP03242011				\$53.68	Check Amount for 228412		\$53.68
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--				\$58.37	Check Amount for 228413		\$58.37
ARROWHEAD MOUNTAIN SPRING (000095/2)	Check # 228413, Dated 03/24/2011, Printed (RG000119), PO#, Batchld AP03242011				\$58.37	Check Amount for 228413		\$58.37
02/07-03/06 Marin water delivery	010-4300-9020-1110-1000-003-03--				\$58.37	Check Amount for 228413		\$58.37
AT&T (000037/1)	Check # 228414, Dated 03/24/2011, Printed (RG000119), PO#, Batchld AP03242011				\$58.37	Check Amount for 228413		\$58.37

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03/11-04/10 service	010-5930-0000-0000-8200-000-00--		\$169.76	Check Amount for 228414					\$169.76
AUSD REVOLVING FUND (000276/2)	Check # 228415, Dated 03/24/2011, Printed (RG000119), PO# Batchld AP03242011								
Pool relocation/rearrangement-PG&E/ck#1050	210-5600-1711-0000-8500-005-00--		\$3,888.72	Check Amount for 228415					\$3,888.72
SARA BACKOWSKI C/O AMS (005525/1)	Check # 228416, Dated 03/24/2011, Printed (RG000119), PO# P11-00415, Batchld AP03242011								
reimb for classroom supplies	010-4300-1100-1110-1000-016-16--		\$37.64	Check Amount for 228416					\$37.64
BARNES & NOBLE INC (001667/2)	Check # 228419, Dated 03/24/2011, Printed (RG000119), PO# P11-01021, Batchld AP03242011								
AHS classroom books	010-4200-9006-1110-1000-038-38--		\$218.95	Check Amount for 228419					\$218.95
BART GROUP SALES (005698/1)	Check # 228420, Dated 03/24/2011, Printed (RG000119), PO# P11-01019, Batchld AP03242011								
student BART tickets for AHS	010-5810-1100-1110-1000-038-38--		\$900.00	Check Amount for 228420					\$900.00
BAYHILL HIGH SCHOOL (007231/1)	Check # 228421, Dated 03/24/2011, Printed (RG000119), PO# P11-00398, Batchld AP03242011								
basic education for one student	010-5825-6500-5750-1180-000-65--		\$2,570.32	Check Amount for 228421					\$2,570.32
BERKELEY FARMS (006683/1)	Check # 228422, Dated 03/24/2011, Printed (RG000119), PO# P11-00702, Batchld AP03242011								
dairy	130-4700-5310-0000-3700-000-00--		\$185.71						
dairy	130-4700-5310-0000-3700-000-00--		\$179.83						
dairy	130-4700-5310-0000-3700-000-00--		\$151.86						
dairy	130-4700-5310-0000-3700-000-00--		\$227.35	Check Amount for 228422					\$744.75
CALPERS (005346/2)	Check # 228427, Dated 03/24/2011, Printed (RG000119), PO# Batchld AP03242011								
04/11 premium	010-9534- - - - -		\$381,361.96						
04/11 premium	010-5800-0000-0000-7200-000-00--		\$1,630.95						
04/11 remaining employer contribution for retirees	010-3751-0000-1110-1000-000-00--		\$6,699.00						
04/11 remaining employer contribution for retirees	010-3752-0000-0000-7200-000-00--		\$3,024.00						
04/11 premium	010-9534- - - - -		\$3,153.33						
04/11 premium	010-5800-0000-0000-7200-000-00--		\$11.67	Check Amount for 228427					\$395,880.91
CDW GOVERNMENT INC (003267/2)	Check # 228428, Dated 03/24/2011, Printed (RG000119), PO# P11-00433, Batchld AP03242011								
network printer, RAM, toner (AHS)	010-4400-1100-1110-2700-038-38--		\$839.77	Check Amount for 228428					\$839.77
City Clerks Association Of CA (007720/1)	Check # 228430, Dated 03/24/2011, Printed (RG000119), PO# Batchld AP03242011								
job posting	010-5812-0000-0000-7400-000-00--		\$200.00	Check Amount for 228430					\$200.00
CAROLINE CLARK C/O AMS (005794/1)	Check # 228431, Dated 03/24/2011, Printed (RG000119), PO# P11-00425, Batchld AP03242011								
reimb for classroom supplies	010-4300-1100-1110-1000-016-16--		\$50.00	Check Amount for 228431					\$50.00
HSBC BUSINESS SOLUTIONS (006700/1)	Check # 228432, Dated 03/24/2011, Printed (RG000119), PO# P11-00699, Batchld AP03242011								
food	130-4700-5310-0000-3700-000-00--		\$20.36						
supplies	130-4710-5310-0000-3700-000-00--		\$52.93						
supplies	130-4710-5310-0000-3700-000-00--		\$163.41	Check Amount for 228432					\$236.70
CRAIGSLIST (005267/1)	Check # 228433, Dated 03/24/2011, Printed (RG000119), PO# P11-00654, Batchld AP03242011								
10/11 Job Postings	010-5812-0000-0000-7400-000-00--		\$150.00						
10/11 Job Postings	010-5812-0000-0000-7400-000-00--		\$75.00	Check Amount for 228433					\$225.00
DANIELSEN (000512/1)	Check # 228434, Dated 03/24/2011, Printed (RG000119), PO# P11-00697, Batchld AP03242011								
supplies	130-4710-5310-0000-3700-000-00--		\$111.38						
food	130-4700-5310-0000-3700-000-00--		\$1,196.45						
food	130-4700-5310-0000-3700-000-00--		-\$120.00	Check Amount for 228434					\$1,187.83
DELTA DENTAL (000260/2)	Check # 228435, Dated 03/24/2011, Printed (RG000119), PO# Batchld AP03242011								
03/11 premium	010-9534- - - - -		\$4,818.94	Check Amount for 228435					\$4,818.94
DEMCO (002457/2)	Check # 228436, Dated 03/24/2011, Printed (RG000119), PO# P11-01026, Batchld AP03242011								
display rack for Cornell	010-4300-1100-1110-1000-001-01--		\$63.27	Check Amount for 228436					\$63.27
DISCOUNT SCHOOL SUPPLY (001605/3)	Check # 228437, Dated 03/24/2011, Printed (RG000119), PO# P11-01054, Batchld AP03242011								
watercolor paints for Marin	010-4300-9020-1110-1000-003-03--		\$122.75	Check Amount for 228437					\$122.75
FOLLETT LIBRARY RESOURCES (000748/2)	Check # 228439, Dated 03/24/2011, Printed (RG000119), PO# P11-00826, Batchld AP03242011								

March 2011 Warrant Listing									
AHS library books	010-4200-0395-1110-1000-038-38--		\$306.66	Check Amount for 228439					\$306.66
FOLLETT SOFTWARE CO (003255/2)	Check # 228440, Dated 03/24/2011, Printed (RG000119), PO# P11-00917, Batchld AP03242011								
Destiny Hosted Solution/library software	010-5800-0000-0000-7700-000-77--		\$8,340.68	Check Amount for 228440					\$8,340.68
GOLD STAR FOODS (002941/2)	Check # 228442, Dated 03/24/2011, Printed (RG000119), PO# P11-00698, Batchld AP03242011								
food	130-4700-5310-0000-3700-000-00--		\$2,898.23						
food	130-4700-5310-0000-3700-000-00--		\$117.95	Check Amount for 228442					\$3,016.18
GOPHER SPORTS (005247/2)	Check # 228445, Dated 03/24/2011, Printed (RG000119), PO# P11-01037, Batchld AP03242011								
supplies for AMS noontime sports	010-4300-1100-1110-1000-016-16--		\$644.48	Check Amount for 228445					\$644.48
MAGGIORA BAKING CO (000577/1)	Check # 228460, Dated 03/24/2011, Printed (RG000119), PO# P11-00701, Batchld AP03242011								
food	130-4700-5310-0000-3700-000-00--		\$305.50						
food	130-4700-5310-0000-3700-000-00--		\$104.00						
food	130-4700-5310-0000-3700-000-00--		\$116.00	Check Amount for 228460					\$525.50
NASCO MODESTO (000845/4)	Check # 228465, Dated 03/24/2011, Printed (RG000119), PO# P11-01038, Batchld AP03242011								
AHS art supplies	010-4300-0395-1137-1000-038-38--		\$171.80	Check Amount for 228465					\$171.80
OFFICE DEPOT (000048/1)	Check # 228469, Dated 03/24/2011, Printed (RG000119), PO# P11-00997, Batchld AP03242011								
supplies	010-4300-1100-1110-1000-003-03--		\$609.86						
supplies	010-4300-1100-1110-1000-003-03--		\$20.30						
supplies	010-4300-1100-1110-1000-016-16--		\$1,182.30						
supplies	010-4300-0000-0000-7200-000-00--		\$2.94						
supplies	010-4300-0000-0000-7200-000-00--		\$2.77						
supplies	010-4300-0000-0000-7200-000-00--		\$14.82						
supplies	010-4300-1100-1110-1000-016-16--		\$423.81	Check Amount for 228469					\$2,256.80
Okami Food, Inc. (007624/1)	Check # 228470, Dated 03/24/2011, Printed (RG000119), PO# P11-00700, Batchld AP03242011								
food	130-4700-5310-0000-3700-000-00--		\$207.00	Check Amount for 228470					\$207.00
JOANNA PACE C/O AMS (003214/1)	Check # 228471, Dated 03/24/2011, Printed (RG000119), PO# P11-00429, Batchld AP03242011								
reimb for classroom supplies	010-4300-1100-1110-1000-016-16--		\$49.77	Check Amount for 228471					\$49.77
NCS PEARSON, INC. (006157/2)	Check # 228472, Dated 03/24/2011, Printed (RG000119), PO# P11-01033, Batchld AP03242011								
Sped assessment materials	010-4300-6500-5001-3120-000-65--		\$70.19						
Sped assessment materials	010-4300-0000-0000-3120-000-00--		\$70.19	Check Amount for 228472					\$140.38
PEDIATRIC CONTRACTING SERVICES (007227/2)	Check # 228473, Dated 03/24/2011, Printed (RG000119), PO# P11-00317, Batchld AP03242011								
physical therapy services and assessment	010-5825-6500-5750-1180-000-65--		\$220.00	Check Amount for 228473					\$220.00
PRESIDENT'S CHALLENGE (004500/1)	Check # 228475, Dated 03/24/2011, Printed (RG000119), PO# P11-01067, Batchld AP03242011								
Physical Fitness Award Emblems/Certificates (AMS)	010-4300-1100-1110-1000-016-16--		\$162.00	Check Amount for 228475					\$162.00
PRUDENTIAL OVERALL SUPPLY (005371/1)	Check # 228476, Dated 03/24/2011, Printed (RG000119), PO# P11-00012, Batchld AP03242011								
10/11 Uniform Service	010-5800-0000-0000-8200-000-00--		\$173.98	Check Amount for 228476					\$173.98
REVOLUTION LINUX (007342/2)	Check # 228477, Dated 03/24/2011, Printed (RG000119), PO# P11-00952, Batchld AP03242011								
interface training (Tech)	010-5825-0000-0000-7700-000-00--		\$250.00	Check Amount for 228477					\$250.00
RICOH AMERICAS CORP. (001524/4)	Check # 228478, Dated 03/24/2011, Printed (RG000119), PO# P11-00802, Batchld AP03242011								
AHS copier supplies	010-4300-1100-1110-1000-038-38--		\$384.13	Check Amount for 228478					\$384.13
HOUGHTON MIFFLIN (001087/2) {RIVERSIDE}	Check # 228479, Dated 03/24/2011, Printed (RG000119), PO# P11-01034, Batchld AP03242011								
Sped assessment materials	010-4300-6500-5001-3120-000-65--		\$63.17						
Sped assessment materials	010-4300-0000-0000-3120-000-00--		\$64.80	Check Amount for 228479					\$127.97
Same Day Signs (007705/1)	Check # 228482, Dated 03/24/2011, Printed (RG000119), PO# P11-01039, Batchld AP03242011								
aluminum signs for AHS	010-4300-1100-1110-2700-038-38--		\$182.62	Check Amount for 228482					\$182.62
West County Times East Bay (003559/3)	Check # 228488, Dated 03/24/2011, Printed (RG000119), PO# P11-01039, Batchld AP03242011								
Contra Costa Newspaper 8wks subscription/AMS	010-4300-1100-1110-2420-016-16--		\$47.75	Check Amount for 228488					\$47.75
WESTERN PSYCHOLOGICAL (000717/1)	Check # 228489, Dated 03/24/2011, Printed (RG000119), PO# P11-01035, Batchld AP03242011								

March 2011 Warrant Listing									
Sped assessment materials	010-4300-6500-5001-3120-000-65--		\$26.94						
Sped assessment materials	010-4300-0000-0000-3120-000-00--		\$27.94	Check Amount for 228489					\$54.88
YMCA POINT BONITA OUTDOOR & (004873/1)	Check # 228491, Dated 03/24/2011, Printed (RG000119), PO# P11-00636, Batchld AP03242011		\$698.00	Check Amount for 228491					\$698.00
04/08 HS point bonita/3hr team building challenges	010-5810-9003-1110-1000-038-38--								
RETIREE (003578/1)	Check # 228417, Dated 03/24/2011, Printed (RG000119), PO# P11-00636, Batchld AP03242011		\$567.51	Check Amount for 228417					\$567.51
04/11 Calpers Reimb	010-3752-0000-0000-7200-000-00--								
RETIREE (000494/1)	Check # 228418, Dated 03/24/2011, Printed (RG000119), PO# P11-00637, Batchld AP03242011		\$567.51	Check Amount for 228418					\$567.51
04/11 Calpers Reimb	010-3752-0000-0000-7200-000-00--								
RETIREE (000316/1)	Check # 228423, Dated 03/24/2011, Printed (RG000119), PO# P11-00610, Batchld AP03242011		\$460.99	Check Amount for 228423					\$460.99
04/11 Calpers Reimb	010-3751-0000-1110-1000-000-00--								
RETIREE (000288/1)	Check # 228424, Dated 03/24/2011, Printed (RG000119), PO# P11-00611, Batchld AP03242011		\$460.99	Check Amount for 228424					\$460.99
04/11 Calpers Reimb	010-3751-0000-1110-1000-000-00--								
RETIREE (001336/1)	Check # 228425, Dated 03/24/2011, Printed (RG000119), PO# P11-00638, Batchld AP03242011		-\$337.63						
02/11 Adjustment	010-3752-0000-0000-7200-000-00--								
03/11 Adjustment	010-3752-0000-0000-7200-000-00--								
04/11 Calpers Reimb	010-3752-0000-0000-7200-000-00--		\$905.39	Check Amount for 228425					\$230.13
RETIREE (001562/1)	Check # 228426, Dated 03/24/2011, Printed (RG000119), PO# P11-00639, Batchld AP03242011		\$567.51	Check Amount for 228426					\$567.51
04/11 Calpers Reimb	010-3752-0000-0000-7200-000-00--								
RETIREE (001049/1)	Check # 228429, Dated 03/24/2011, Printed (RG000119), PO# P11-00612, Batchld AP03242011		\$1,243.02	Check Amount for 228429					\$1,243.02
04/11 Calpers Reimb	010-3751-0000-1110-1000-000-00--								
RETIREE (001640/1)	Check # 228438, Dated 03/24/2011, Printed (RG000119), PO# P11-00613, Batchld AP03242011		\$567.51	Check Amount for 228438					\$567.51
04/11 Calpers Reimb	010-3751-0000-1110-1000-000-00--								
RETIREE (000088/1)	Check # 228441, Dated 03/24/2011, Printed (RG000119), PO# P11-00640, Batchld AP03242011		\$337.88	Check Amount for 228441					\$337.88
04/11 Calpers Reimb	010-3752-0000-0000-7200-000-00--								
RETIREE (001121/1)	Check # 228443, Dated 03/24/2011, Printed (RG000119), PO# P11-00614, Batchld AP03242011		\$125.00	Check Amount for 228443					\$125.00
04/11 CNL	010-3751-0000-1110-1000-000-00--								
RETIREE (000827/1)	Check # 228444, Dated 03/24/2011, Printed (RG000119), PO# P11-00615, Batchld AP03242011		\$460.99	Check Amount for 228444					\$460.99
04/11 Calpers Reimb	010-3751-0000-1110-1000-000-00--								
RETIREE (005452/1)	Check # 228446, Dated 03/24/2011, Printed (RG000119), PO# P11-00616, Batchld AP03242011		\$1,029.98	Check Amount for 228446					\$1,029.98
04/11 Calpers Reimb	010-3751-0000-1110-1000-000-00--								
RETIREE (003888/1)	Check # 228447, Dated 03/24/2011, Printed (RG000119), PO# P11-00617, Batchld AP03242011		\$1,243.02	Check Amount for 228447					\$1,243.02
04/11 Calpers Reimb	010-3751-0000-1110-1000-000-00--								
RETIREE (007519/1)	Check # 228448, Dated 03/24/2011, Printed (RG000119), PO# P11-00641, Batchld AP03242011		\$959.43	Check Amount for 228448					\$959.43
04/11 Calpers Reimb	010-3752-0000-0000-7200-000-00--								
RETIREE (000406/1)	Check # 228449, Dated 03/24/2011, Printed (RG000119), PO# P11-00642, Batchld AP03242011		\$567.51	Check Amount for 228449					\$567.51
04/11 Calpers Reimb	010-3752-0000-0000-7200-000-00--								
RETIREE (000012/1)	Check # 228450, Dated 03/24/2011, Printed (RG000119), PO# P11-00618, Batchld AP03242011		-\$337.63						
03/11 Adjustment	010-3751-0000-1110-1000-000-00--								
04/11 Calpers Reimb	010-3751-0000-1110-1000-000-00--		\$905.39	Check Amount for 228450					\$567.76
RETIREE (005361/2)	Check # 228451, Dated 03/24/2011, Printed (RG000119), PO# P11-00619, Batchld AP03242011		\$347.19	Check Amount for 228451					\$347.19
04/11 Calpers Reimb	010-3751-0000-1110-1000-000-00--								
RETIREE (000085/1)	Check # 228452, Dated 03/24/2011, Printed (RG000119), PO# P11-00620, Batchld AP03242011		\$905.39	Check Amount for 228452					\$905.39
04/11 Calpers Reimb	010-3751-0000-1110-1000-000-00--								
RETIREE (002333/1)	Check # 228453, Dated 03/24/2011, Printed (RG000119), PO# P11-00621, Batchld AP03242011		\$1,029.98	Check Amount for 228453					\$1,029.98
04/11 Calpers Reimb	010-3751-0000-1110-1000-000-00--								
RETIREE (004184/1)	Check # 228454, Dated 03/24/2011, Printed (RG000119), PO# P11-00622, Batchld AP03242011		\$831.28	Check Amount for 228454					\$831.28
04/11 Calpers Reimb	010-3751-0000-1110-1000-000-00--								



March 2011 Warrant Listing

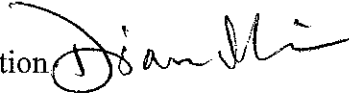
P38

Fund	Expense
010	\$1,758,586.44
110	\$2,203.86
120	\$4,797.53
130	\$37,842.04
140	\$4,169.72
210	\$355,285.00
250	\$1,147.80
<b>Total \$2,164,032.39</b>	

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of April 5, 2011**

**ITEM:**                   **APPROVE THE INDEPENDENT CONTRACTOR AGREEMENT  
BETWEEN ALBANY UNIFIED SCHOOL DISTRICT AND  
AUDREY SPINKA**

**PREPARED BY:**     Diane Marie, Director of Special Education 

**TYPE OF ITEM:**     **CONSENT – STUDENT SERVICES**

**BACKGROUND INFORMATION:**

Dates of Service:

April 27 – June 30, 2011

Description of Services:

Provide Communication Access Realtime Translation (CART Services) for hearing impaired student on a substitute basis.

Number of Students:

1

Rate:

\$85.00/hour

Cost not to exceed:

\$1,340.00.

**Standard Contract**

Contract deviates from Standard Contract. Description below.

**FINANCIAL INFORMATION:**

Funding Source: Special Education

**RECOMMENDATION:**

Approve the Independent Contractor Agreement between Albany Unified School District and Audrey Spinka.

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP****Regular Meeting of March 15, 2011****ITEM: EQUITY TASK FORCE STAFF REPORT****PREPARED BY:** Marla Stephenson, Superintendent**TYPE OF ITEM: STAFF REPORT**

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**BACKGROUND INFORMATION:**

In 2008-09 the Board of Education embarked upon a course of updating Board policies and strengthening business office procedures. As a result, AUSD has improved procedures for entering into Independent contracts, and a new process for accepting the Board's acceptance of donations.

The Board of Education has long advocated for "equal educational opportunities for all its students". Staff is mindful of this commitment and attempts to insure that K-12 programs reflect this philosophy.

During this process, the district became aware that Marin and Cornell offered enrichment programs within the school day. These programs were run by independent contractors who did not meet the IRS criteria for independent contractors. Parents were asked to pay a fee for the enrichment program to supplement what was paid for by PTA. Education code does not allow fees to be collected for programs within the school day. In correcting both of these problems, it was then discovered that the third elementary school, Ocean View did not offer parent-funded academic extras like chess, art and music class.

Public education isn't supposed to favor one child over another, but unequal programs and experiences mean some children get more than others. The District informed the principals of Marin and Cornell, in June 2010, that all parent funded enrichment programs would need to be moved outside of the instructional day until a solution to equalize program could be found.

The timeline was too short to adequately communicate the change in policy to all parents, PTA members and staff at Marin and Cornell. The Board of Education accepted the PTA donations, the District allowed the enrichment programs to continue and provided money to Ocean View to run a comparable program for the 2010-11 school year.

On November 16, 2010, the Board of Education convened an Equity Task Force. The purpose of the Task Force was to advise the Board of Education in the creation of policy, protocols and procedures to provide equity of instructional program within the school day for kindergarten through grade 5. The following volunteers served on the task force:

Michelle Sinclair  
Edith Johnson

Teacher, Ocean View Elementary School  
Teacher, Cornell Elementary School



Robin Blum	Teacher, Marin Elementary School
Kevin Sullivan	Parent, Ocean View Elementary School
Adriane Cabanatuan	Parent, Cornell Elementary School
Holly White	Parent, Marin Elementary School
Marla Stephenson	Superintendent
Lynda Hornada	Director Curriculum and Instruction
Terry Georgeson	Principal, Ocean View Elementary School
Wendy Holmes	Principal, Cornell Elementary School
David Kumamoto	Principal, Marin Elementary School

The Equity Task Force met on the following dates:

January 4, 2011	January 24, 2011	January 31, 2011
February 8, 2011	February 16, 2011	March 8, 2011
March 14, 2011	March 22, 2011	

The Task Force met for over twenty hours and dedicated many additional hours of preparation and participation in “ad hoc” groups. All of this work was done under the unexpected pressure of public scrutiny and media publicity. What started out as a local issue, turned into a national issue. The issue was originally covered by the Albany Patch, and was later was picked up in the San Francisco Chronicle, the Contra Costa Times, and even Time magazine.

Each Task Force Member had the additional burden of being the spokesperson for the Task Force work. They had to communicate to their individual site, PTA Board, friends and members of the community in a manner that allowed for input and collaboration. They needed to transmit that information back to the task force, advocate for their position and at the end come to agreements that would allow the work to move forward.

The Task Force looked at school demographics, achievement and special populations as a starting point. The group quickly concluded that there were substantially more low socio-economic level families and a larger percentage of minority students and English Language learners at Ocean View than the two other elementary schools. The Task Force discussed the implications of reconstituting the three elementary schools. Every member of the Task Force endorsed reconstituting the school site populations as a way to achieve equity. However there was consensus that there was no guarantee that it would solve the existing problem. There would be serious implications to community and they recognized possible unintended consequences in such an action. It is the recommendation of the Task Force that the Board of Education consider looking at this idea in more depth.

In order to assist with the successful implementation of the Task Force recommendations, the Superintendent recommends that the Board consider the following actions:

1. The District provides \$3000 toward Ocean View field trip transportation. Currently Ocean View PTA funds bus transportation for many student field trips. Parent drivers are scarce due to the lack of automobile ownership and the lack of licensed drivers. This will free up necessary PTA funds to provide the Task Force agreed upon “enrichment fund donation”.

2. The District cover the first three months of enrichment expenses (September, October and November) while the three PTA's conduct the fundraiser. The PTA's will refund the money once the donations have been deposited.
3. The Superintendent provide leadership for the newly formed elementary PTA council. The council will meet quarterly immediately prior to the Community Advisory Committee meeting.
4. Revise Board Policy 3290 Acceptance Of Gifts; to include:

*The Board of Education acknowledges that education is a fundamental right. Every child has a right to an education that will prepare him or her to be a skilled and productive member of our society. The goal of the Board is to provide equitable and high quality educational opportunities for all students.*

*The Board recognizes that the needs of students require various learning opportunities, and it is the responsibility of the board to identify and remove barriers that contribute to gaps in achievement for different groups of students. It is the intent of the Board that gifts accepted by the district provide equitable access to educational opportunities to meet the needs of all students. The board recognizes the community's desire to participate in promoting excellence in our schools through fundraising and gifts. While greatly appreciating acceptable donations, the Board discourages any gifts that may directly or indirectly impair its commitment to providing equal educational opportunities for all district students.*

*The Board recognizes that there are differences among various communities in their ability to contribute additional funds for programs and services at their local schools and these differences perpetuate inequalities in educational opportunities from one district school to another. Therefore, the Board may not accept gifts by individuals, groups or organizations to specific schools that create inequalities at the school sites.*

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**FINANCIAL INFORMATION:**

No fiscal impact

**RECOMMENDATION:**

Approve the Equity Task Force Report and thank their members for their dedication and hard work for the sake of the students.

# Equity Task Force Report

## April 5, 2011

### Overview

The core of the Albany Equity Task Force's effort is to ensure equal access to donation-funded extensions and supplements to the curriculum for students at all three elementary schools in the Albany Unified School District. To that end, the Task Force is recommending a process that we believe will ensure that teachers and principals, who are charged with educating these students, have their voices heard. This process will also allow parents, who send their children to Albany elementary schools, to participate.

In developing our recommendation, the Task Force reviewed and discussed the elementary schools' demographics, the district resources that are available to all three schools, and the resources brought to each school by the parent communities.

### Recommendations

The Task Force recommends the following:

- Each elementary school PTA will remain autonomous.
- The three PTAs will work together to coordinate and implement one or two fundraisers specifically to support extensions and supplements to the core curriculum.
- Monies raised from the fundraiser(s) will be pooled and distributed to schools based on average daily attendance (ADA).
- A portion of SchoolCARE monies, if available, will be used to supplement the funds raised by the joint fundraiser(s).
- All three PTAs will make an annual contribution to the joint extensions/supplements fund, with the amount to be determined together each year.
- All three elementary schools will have opportunities for common experiences in extensions (for example, visual/performing arts, character building) and supplements (for example, strategy games, health education, English language arts) as well as other programs that can be agreed upon.
- The same broad areas of extensions and supplements will be represented at all three schools, with the choice of programs offered per grade level to be determined by the principal, teachers, and PTA of that site.
- Principals and teachers will engage in ongoing cross-site discussions about the effectiveness of programs.

### Funding

To fund extensions and supplements, the Task Force recommends that the three PTAs coordinate and implement a joint Giving Campaign (check-writing fundraiser) in the fall. After the completion of the Giving Campaign, the PTAs will decide together if sufficient funds have been raised for that year, based on estimates of program costs determined the previous spring. If so, a

joint community celebration will be organized for the spring. If additional fundraising is necessary, that joint event will encompass a fundraising aspect.

The details of these fundraisers will be determined annually through discussion among representatives from each PTA (either the PTA Council or other fundraising volunteers from each site), with particular attention being paid to timing and volunteer resources. Joint fundraisers should be planned in such a way as to minimize the impact on fundraising/events at the individual schools as well as on SchoolCARE's annual fundraising campaign. All donations will be approved by the Board of Education and deposited into a special fund administered by the district.

As noted above, the Task Force recommends that each PTA make an annual donation to the joint extensions/supplements fund, with the amount being agreed upon each year. For the 2011-12 school year, the PTAs plan on agreeing to \$5,000 per PTA. In the event that the extensions/supplements fund grows over the years to a more sustainable point, the need for this annual PTA allocation may subside.

## Process

The Task Force recommends that in the spring of each year, planning for donation-funded programs begin with the process outlined below. We believe that this planning dovetails nicely with annual school site planning and also encompasses aspects of the Albany Unified School District Strategic Plan.

This process is based on the annual amount of money raised through joint fundraisers that is distributed to each Albany Unified School District elementary school based on ADA.

- At each site, funds will be split evenly among grade levels by ADA, providing each grade level the opportunity to spend an equal amount on extensions/supplements to the core.
- The principal at each site will notify the leadership team of the dollar amount available to each grade level.
- Leadership team members will each discuss with the other teachers in their grade level how they would like to spend the money available for extensions/supplements to the core, keeping in mind the number of extension minutes available.
- In a leadership team meeting, each grade level representative will present the recommendations for their grade level. The leadership team will discuss the recommendations of all grade levels, coming to consensus on recommendations for the entire school's programs.
- The principal and teacher representatives will present their program recommendations to that site's PTA. This will create the opportunity for parents to provide input. If significant changes are suggested, the principal will take these suggestions back to the leadership team for refinement of the school's recommendations.
- The principals will meet in a joint session with the Director of Curriculum & Instruction before final decisions are made. This conversation will allow the three sites to come together to talk about what they are planning and to ensure that unforeseen inequities amongst the three sites do not occur.

- Final program recommendations will be brought before the Albany Unified School District Board of Education.
- Program implementation will begin.
- Before new programs are introduced at any site, principals and teachers will have cross-site discussion about whether all three sites would like to implement that program. A site will have the option of piloting the program, with principals and teachers sharing their experiences with representatives from the other sites to inform their decision of whether or not to adopt it in future. Programs that are new to the district will be brought before the Albany Unified School District Board of Education prior to implementation.

The Task Force recommends that this process be undertaken annually to ensure collaboration and a common understanding between teachers, principals, parents, district administration, and the school board.

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of April 5, 2011**

**ITEM: APPROVE BOARD OF EDUCATION SPECIAL STUDY SESSIONS  
TO DISCUSS 2011-12 BUDGET REDUCTIONS**

**PREPARED BY:** Marla Stephenson, Superintendent

**TYPE OF ITEM:** ACTION

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**BACKGROUND INFORMATION:**

1. April 25, 2011 from 5:00pm to 7:00pm, to discuss 2011-12 Budget Reductions at the Elementary School Sites and the District Office.
2. April 28, 2011 from 5:00pm to 7:00pm, to discuss 2011-12 Budget Reductions at the Secondary School Sites.

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**FINANCIAL INFORMATION:**

No fiscal impact.

**RECOMMENDATION:**

**APPROVE BOARD OF EDUCATION SPECIAL STUDY SESSIONS TO DISCUSS 2011-12 BUDGET REDUCTIONS**

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of April 5, 2011**

**ITEM:** Albany Children's Center Report and  
Recommendations for 2011-12

**PREPARED BY:** Susan Stevenson  
Director, Albany Children's Center

**TYPE OF ITEM:** Action

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**BACKGROUND INFORMATION:**  
See Attached

**FINANCIAL INFORMATION:**  
See Attached.

**RECOMMENDATION: Approve restructuring of the fee schedules/offerings for the  
Albany Children's Center programs for 2011-12.**

**Albany Children's Center Update and 2011-12 Recommendations**

This year the Albany Children's Center moved to 720 Jackson Street in August 2010. We serve 96 children ages 3-5 years old. Currently the preschool is at capacity with 36 full-cost children and 60 subsidized children enrolled in the program.

The Children's Center also operates school age child care programs at Marin, Ocean View, and Cornell Elementary Schools and those programs serve 330 children Kindergarten through fifth grade.

OV	K-1 <sup>st</sup> grade program	68
OV	Chinese program	32
OV	2-3 <sup>rd</sup> grade program	45
Cornell	Chinese program	42
Marin	K-3 program	143

Total enrollment consists of 65 subsidized children and 265 full-cost children.

**Budget Update**

The State budget proposal includes language to reduce both the General Child Care Program and Preschool Education Program contracts by 15%. This reduction equates to approximately \$172,000 less in revenue for the Albany Unified School District.

Additionally, *effective July 1, 2011*, the maximum standard reimbursement rate shall not exceed \$30.94 per day for general child care programs and \$19.10 per day for state preschool programs. This is a 10% daily reduction in addition to the 15% contract reduction as stated above and the total loss will depend on enrollment.

**Proposal based on Budget Cuts**

**PRESCHOOL**

We are not proposing an increase in tuition for 2011-12, but are recommending offering only the 5-day per week option. This change will represent some increased revenue since all children will be required to enroll for 5-days. Staff is currently contracted for 5-days per week, so no additional staff time will be needed.

**2010-11 Preschool Current Rates**

5 days per week	4 days per week
\$990	\$880

**Proposal for 2011-12 Preschool Rates**

5 days per week
\$990

**SCHOOL AGE PROGRAM**

We are proposing restructuring the school age program for 2011-12.

There are two primary reasons for restructuring the school age program:

1. The change will streamline and consolidate accounting efforts and allow for greater ability to track and project revenue.
2. Current contractual staffing is based on 5 days per week and by offering only a 5-day per week option the district will be able to more precisely staff for enrollment.

The district also took into consideration what percentage of families might be impacted by the proposed change. Based on current data, 60% of families already enroll for the 5-day option.

**Current school age enrollment**

25%	3 days a week
15%	4 days a week
60%	5 days a week



## Current School Age Rates

Grade	Time Block		School Term Monthly Rates				
			1 day/week	2 days/week	3 days/week	4 days/week	5 days/week
K-5	1 hr AM/PM	1 hr			\$ 102	\$ 132	\$ 160
K-5	2 hr AM/PM	2 hr			\$ 192	\$ 248	\$ 300
K-5	3-6 pm	3 hr			\$ 270	\$ 348	\$ 420
K-5	1:55-6:00	4 hr			\$ 348	\$ 448	\$ 540
K	7:30-11:50	4.2 hr			\$ 364	\$ 468	\$ 563
K	11:35-6:00	6.5 hr			\$ 527	\$ 676	\$ 813
K	Before /After	7 hr			\$ 546	\$ 672	\$ 770

## Proposed School Age Rate Restructure

1 hour AM/PM	\$150
2-3 hours	\$350
4-5 hours	\$550
6-7 hours	\$750

If the district opts to restructure the programs, based on current enrollment, it is anticipated the district could realize an additional \$140,000 in revenue in 2011-12. While it may be difficult for parents to pay for the 5-day option, it is impossible for the district to continue to staff for full enrollment and not realize full enrollment revenue.

## Pending Changes:

1. The district is negotiating with CSEA and ATA bargaining units to develop additional cost saving measures for ACC programs. Although the restructuring will generate additional revenue, the district still needs to identify \$35,000 in cost reductions without dramatically impacting the programs.
2. ACC will require a signed Agreement between parents and ACC, beginning 2011-12, which we will require a 30-day notice to change or terminate their schedule. This will provide staff operational planning time for changes that are impacted by enrollment.

## Conclusion:

In an era of continued reductions to programs and revenues, the district is continually searching for ways to continue to offer fiscally sound programs to our families. The above recommendations, coupled with pending negotiations, will allow the district to continue to offer programs in 2011-12. The limited enrollment options will also provide staff the ability to better monitor and project program revenues and expenditures.

**RESOLUTION NO. 2010-11-22**

**BOARD OF EDUCATION OF THE ALBANY UNIFIED SCHOOL DISTRICT  
RESOLUTION TO SUPPORT SENATE CONSTITUTIONAL AMENDMENT 5  
(SCA 5)**

WHEREAS, Senate Constitutional Amendment 5, which reduces the two-thirds vote requirement on parcel taxes, will be acted on by the California State Legislature; and

WHEREAS, reductions in the state General Fund revenue have led to reduced school funding; and

WHEREAS, state General Fund revenue is unstable and erratic, which results in unpredictable funding levels for school districts and county offices of education; and

WHEREAS, parcel tax revenue can provide a stable, predictable source of school revenue; and

WHEREAS, passage of SCA 5 will empower local voters to invest in their schools based on the needs of their communities by requiring a tough, but fair 55 percent vote to pass local parcel taxes, while protecting taxpayers and homeowners with accountability provisions that will ensure that funds generated from parcel taxes are not wasted or mismanaged; and

WHEREAS, revenue from parcel taxes can be spent according to local priorities and are not subject to state control;

WHEREAS, the two-thirds vote requirements result in minority rule by requiring two "yes" votes to cancel out one "no" vote; and

WHEREAS, passage of SCA 5 will allow local voters to decide to make investments in their neighborhood schools in addition to state funding; and

NOW, THEREFORE, BE IT RESOLVED that the governing board of the Albany Unified School District strongly urges California State Legislature to support and adopt SCA 5.

Enacted this 5<sup>th</sup> day of April 2011 by the Albany Unified School District Board of Education  
by the following vote:

**Ayes**       5    
**Noes**       0    
**Absent**    0    
**Passed**        

I, Marla Stephenson, Clerk of the Board of Education of Albany Unified School District, hereby certify that the foregoing Resolution was duly introduced, passed and adopted by the Governing Board at a regular meeting thereof held on the 5<sup>th</sup> day of April, 2011, by a vote of 5 to 0.

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Marla Stephenson, Clerk

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP****Regular Meeting of April 5, 2011**

**ITEM:**                   **APPROVE 2009-10 SCHOOL ACCOUNTABILITY REPORT CARDS (SARC) FOR CORNELL, MARIN, OCEAN VIEW SCHOOLS, ALBANY MIDDLE SCHOOL, ALBANY HIGH SCHOOL, AND MACGREGOR HIGH SCHOOL**

**PREPARED BY:**   Lynda Hornada, Director of Curriculum and Instruction

**TYPE OF ITEM:**   **REVIEW AND ACTION**

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**BACKGROUND INFORMATION:**

Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal No Child Left Behind Act (NCLB). The purpose of the report card is to provide parents and the community with important information about each public school.

State law requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

In addition, NCLB requires that SARCs contain reports concerning the "adequate yearly progress" of students in achieving state academic achievement standards; Title 1 Program Improvement; graduation rates at the secondary level; and the extent to which "highly qualified" teachers are teaching core academic subjects.

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**FINANCIAL INFORMATION:** no financial implications

**RECOMMENDATION:**

**APPROVE 2009-10 SCHOOL ACCOUNTABILITY REPORT CARDS (SARC) FOR CORNELL, MARIN, OCEAN VIEW SCHOOLS, ALBANY MIDDLE SCHOOL, ALBANY HIGH SCHOOL, AND MACGREGOR HIGH SCHOOL**

## School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

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 California Department of Education (CDE) 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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, 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 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Cornell Elementary School	<b>District Name</b>	Albany Unified School District
<b>Street</b>	920 Talbot Avenue	<b>Phone Number</b>	(510) 558-3750
<b>City, State, Zip</b>	Albany, CA 94706	<b>Web Site</b>	<a href="http://www.ausdk12.org">www.ausdk12.org</a>
<b>Phone Number</b>	(510) 558-3702	<b>Superintendent</b>	Marla Stephenson
<b>Principal</b>	Wendy Holmes	<b>E-mail Address</b>	<a href="mailto:lhornada@ausdk12.org">lhornada@ausdk12.org</a>
<b>E-mail Address</b>	<a href="mailto:wholmes@ausdk12.org">wholmes@ausdk12.org</a>	<b>CDS Code</b>	01-61127-6090146

#### School Description and Mission Statement (School Year 2009-10)

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

Cornell School is made up of a diverse student body. Currently, there are 573 students enrolled, with over 20 different languages spoken. The school serves students in grades K-5, with 22 general education classrooms. Additional resources are allocated to serve students in need of reading and math intervention, English Language Development instruction, Speech and Language support, Special Education Resource services, Adaptive Physical Education, Occupational Therapy, and counseling. Students also participate in music, physical education, science, and library classes taught by specialists. These specialists provide instruction that enhances the classroom curriculum.

We offer a fee-based enrichment program to students during the Early Bird and Late Bird reading periods in 1st through 3rd grades. Some enrichment classes offered include: Spanish, Vocal Music, Guitar, World Percussion, Drama, and Chess. Inquiries about the Albany Enrichment Program should be directed to Jen Gripman at [albany@eastbaycenter.org](mailto:albany@eastbaycenter.org). Our campus also offers an after-school childcare program focused on Chinese language and culture. This program serves students in grades K-5. Inquiries regarding the Chinese After-School program should be directed to Susan Stevenson, Director of the Children's Center, at 559-6590.

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The strength of our school lies with the staff who is knowledgeable, thoughtful and caring, and who share the belief that all students can learn. Our teaching faculty of fully credentialed and Cross-cultural Language and Academic Development (CLAD) certified teachers is dedicated to teaching students a core academic curriculum based on California State Standards, and they collaborate regularly 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 75% of Cornell students are proficient or advanced in English Language Arts, and 76% of students are proficient or advanced in Math, school-wide.

The Albany Unified School District is committed to offering an excellent education that empowers students to achieve their fullest potential. We support the district's mission, values and beliefs by:

- Offering a safe and supportive learning environment that allows all of our students to thrive in their academic achievement and social, emotional growth
- Valuing the diversity of our population, embracing the unique qualities of each student, and building students' understanding and acceptance of these differences between one another
- Targeting our work to ensure that our students have a deep understanding of the essential knowledge and skills taught at their grade level, develop critical thinking skills, produce high quality work, are adept at applying their learning, and are thoughtful, caring members of our community.

Cornell School's mission is to create a community of self-sufficient lifelong learners who are cooperative, respectful and responsible. We create safe, inclusive and engaging classrooms as places of exploration and creativity. We have routines and procedures that foster students taking responsibility for learning and achieving their personal best. Students reflect on themselves as learners in the roles of readers, writers, mathematicians, scientists, historians, sociologists, athletes and artists. Our students see their own individual strengths and set goals for their learning. They develop the skills to empathize with others through active listening and group work. This helps them see themselves as unique and part of a larger diverse society. As we tend to their learning, we emphasize critical thinking, problem solving and students' ability to express themselves clearly. All of our students are moving towards mastering the essential skills and grade level standards so that they can thrive as learners in school and throughout their lives.

To support our students in their growth of becoming life-long learners who are independent, cooperative, and responsible, we ask them to follow these Big Three Rules:

- Be respectful
- Be safe
- Be responsible (Be good learners & be good caretakers of our school).

### Opportunities for Parental Involvement (School Year 2009-10)

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

At Cornell, we value and enjoy a high level of parent and community involvement. The school works in partnership with parents to support students, staff, and our instructional programs. Opportunities for parent involvement include School Site Council, Cornell Parent-Teacher Association, English Language Learner Advisory Committee, Cornell Crew, Wellness Committee, Garden Committee, Albany Music Fund, Albany Education Foundation, SchoolCARE, and as classroom volunteers. Communication between the school and home is accomplished through weekly school-wide newsletters as well as classroom newsletters, phone calls, emails, meetings, report cards, and conferences.

The Cornell PTA supports a number of the school's instructional programs as well as enrichment activities. The PTA also offers parent education nights, funds our supplemental vocal music program, hosts community building events, and coordinates many fundraising activities. Along with the PTA, these organizations and other community resources have provided support to our school in a number of ways, such as funding personnel and programs, supplying instructional materials for classrooms, offering enrichment activities for our students, and coordinating improvements to our school. The members of our School Site Council discuss our students' achievement, help monitor the implementation of our site plan, approve categorical budgets, and evaluate our instructional programs. In addition, our teachers and students also benefit from help given by parent volunteers. To find out how you can get involved, contact the office or talk to your child's classroom teacher.

### Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Kindergarten	91
Grade 1	93
Grade 2	85
Grade 3	97
Grade 4	92
Grade 5	88

Total Enrollment	546
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**Student Enrollment by Group (School Year 2009-10)**

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
Black or African American	3.6	White	36.3
American Indian or Alaska Native	0	Two or More Races	3.1
Asian	31.6	Socioeconomically Disadvantaged	18.9
Filipino	2	English Learners	33
Hispanic or Latino	9.9	Students with Disabilities	6.9
Native Hawaiian/Pacific Islander	0.55		

**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	2007-08				2008-09				2009-10			
	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	20.0	4	0	0	20.0	4	0	0	25.2	0	4	0
1	20.0	4	0	0	19.8	4	0	0	26.0	0	4	0
2	19.8	4	0	0	19.3	3	0	0	24.5	0	4	0
3	19.9	5	0	0	19.5	4	0	0	24.2	0	4	0
4	30.3	0	3	0	29.7	0	3	0	30.6	0	3	0
5	30.5	0	2	0	29.7	0	3	0	29.6	0	3	0
K-3	0.0	0	0	0	0.0	0	0	0.0	0.0	0	0	0
3-4	0.0	0	0	0	0.0	0	0	0.0	0.0	0	0	0
4-8	0.0	0	0	0	0.0	0	0	0.0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0.0	0.0	0	0	0

**III. School Climate****School Safety Plan (School Year 2009-10)**

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

Safety is a priority at Cornell School. We have implemented a school-wide positive behavior program called BEST. Using the BEST program as our guide, Cornell staff has developed behavior expectations for common areas around the school. Classroom and common area behavior expectations are framed around three core ideas which serve as our Big Three Rules - Be Safe, Be Responsible, and Be Respectful. We have also developed a Peaceful Playground handbook which specifies the guidelines for safe and cooperative play on the play structure and playground. In addition, our school has a Conflict Manager program, where students assist their peers in resolving conflicts at recess. In the classroom, Cornell teachers integrate the Welcoming Schools anti-bias curriculum into their instructional programs to address issues of bullying, diversity, and accepting differences.

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 key elements of the Comprehensive School Safety Plan are as follows:

- School Contact Information
- Safe School Vision Statement
- School Mission Statement
- Overall School Culture Goal
- Action Steps to Reach Goal (Site Plan)
- Assessment of School Crime at School

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- Strategies and Programs that Foster School Safety
- Policies and Procedures
- School Safety Strategies and Programs
- Component 1 - Personal Characteristics of Students and Staff
- Component 2 - The School's Physical Environment
- Component 3 - The School's Social Environment
- Component 4 - The School's Culture

The key elements of our Emergency Response Plan include procedures for the following:

- Building evacuation
- Fire
- Chemical accident
- Earthquake
- Air Pollution
- Explosion/aircraft crash
- Bomb threat
- Suspicious individuals
- Medical/First aid
- Terrorist situation

**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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	2.0	2.3	4.6	4.6	9.8	6.0
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.1

**IV. School Facilities**

**School Facility Conditions and Planned Improvements (School Year 2010-11)**

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, and painting, etc.

**School Facility Good Repair Status (School Year 2010-11)**

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<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]	[ ]	[ ]	



Electrical					
<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]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### 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 CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	24	21	23	184
<b>Without Full Credential</b>	1	2	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	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). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality 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	Non-NCLB Compliant Teachers
<b>This School</b>	96.0	4.0
<b>All Schools in District</b>	99.0	1.0
<b>High-Poverty Schools in District</b>	n/a	n/a
<b>Low-Poverty Schools in District</b>	98.6	1.4

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are

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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	n/a	n/a
Counselor (Social/Behavioral or Career Development)	n/a	---
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)	n/a	---
Psychologist	0.4	---
Social Worker	n/a	---
Nurse	n/a	---
Speech/Language/Hearing Specialist	0.8	---
Resource Specialist (non-teaching)	n/a	---
Other	3.6	---

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Houghton- Mifflin, California Reading & Core Literature Novels	0	Yes
Mathematics	Everyday Math	0	Yes
Science	Delta/Full Option Science System	0	Yes
History-Social Science	Houghton Mifflin for K-1 Harcourt for grades 2-5	0	Yes
Foreign Language	N/A	N/A	Yes
Health	N/A	N/A	Yes
Visual and Performing Arts	N/A	N/A	Yes

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & 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	\$7,509	\$2,354	\$5,155	\$75,522
District	---	---	\$5,443	\$64,092
Percent Difference: School Site and				

District	---	---	-5.29	17.83
State	---	---	\$5,681	\$61,706
Percent Difference: School Site and State	---	---	-9.26	22.39

### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Funding was used to support the following:

- Clerical Aide
- Intervention Specialist
- Reading Intervention Materials
- English Language Learner Specialist
- Library Media Specialist
- Reading
- Before/After School Math/Reading Intervention Teachers

### Teacher and Administrative Salaries (Fiscal Year 2008-09)

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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$42,779	\$38,970
Mid-Range Teacher Salary	\$62,305	\$59,776
Highest Teacher Salary	\$83,985	\$78,072
Average Principal Salary (Elementary)	\$116,316	\$94,605
Average Principal Salary (Middle)	\$125,566	\$98,480
Average Principal Salary (High)	\$134,164	\$106,266
Superintendent Salary	\$205,692	\$144,721
Percent of Budget for Teacher Salaries	42.27	38.8
Percent of Budget for Administrative Salaries	4.5	6.0

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	72	75	75	71	75	75	46	50	52
Mathematics	73	81	81	70	75	75	43	46	48
Science	76	78	78	70	74	74	46	50	54
History-Social Science	0	0	0	51	60	60	36	41	44

### Standardized Testing and Reporting 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
All Students in the LEA	78.5	85	82	
All Student at the School	75	81	81	
Male	74	82	82	
Female	77	80	72	
Black or African American	45	60	*	
American Indian or Alaska Native	*	*		
Asian	73	85	75	
Filipino	*	*	*	
Hispanic or Latino	69	73	62	
Native Hawaiian/Pacific Islander	*	*		
White	87	88	94	
Two or More Races	67	74	*	
Socioeconomically Disadvantaged	*	*	*	
English Learners	66	77	58	
Students with Disabilities	*	*		
Students Receiving Migrant Education Services				

### California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.5	28.2	47.1

## 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 CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2007	2008	2009
Statewide	9	9	9
Similar Schools	5	2	3

#### Academic Performance Index Growth 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		
	2007-08	2008-09	2009-10
All Students at the School	-24	43	-10
Black or African American			
American Indian or Alaska Native			
Asian	-12	18	-19
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-25	50	-5
Two or More Races			
Socioeconomically Disadvantaged			
English Learners	-29	34	-11
Students with Disabilities			

#### Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	891	871	767
Black or African American		726	686
American Indian or Alaska Native			728
Asian	899	906	890
Filipino			851
Hispanic or Latino	857	781	715
Native Hawaiian/Pacific Islander			753
White	932	894	838
Two or More Races			808
Socioeconomically Disadvantaged		784	712
English Learners	868	830	692
Students with Disabilities		650	580

#### 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 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)

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

#### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	No

#### Federal Intervention Program (School Year 2010-11)

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 (ELA 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

## XI. Instructional Planning and Scheduling

### Professional Development

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

The Cornell teaching faculty is offered three district-wide 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, Cornell teachers collaborate with the faculty at Marin School and Ocean View School in order to align our work across the district. An on-going focus for this collaboration is the implementation of our adopted math program, Everyday Math, developing essential standards in math and language arts, as well as other relevant issues that enhance our teachers' instruction and our students' learning.

Instructional Leadership Team (ILT) members from the High School, Middle School, and Elementary Schools attended summer professional development on BEST, Professional Learning Communities, and essential standards and assessments.

## School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

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 California Department of Education (CDE) 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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, 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 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Marin Elementary School	<b>District Name</b>	Albany Unified School District
<b>Street</b>	1001 Santa Fe	<b>Phone Number</b>	(510) 558-3750
<b>City, State, Zip</b>	Albany, Ca 94706	<b>Web Site</b>	<a href="http://www.ausdk12.org">www.ausdk12.org</a>
<b>Phone Number</b>	510 558.4740	<b>Superintendent</b>	Ms. Marla Stephenson
<b>Principal</b>	David Kumamoto	<b>E-mail Address</b>	lhornada@ausdk12.org
<b>E-mail Address</b>	dkumamoto@ausdk12.org	<b>CDS Code</b>	01611276095376

#### School Description and Mission Statement (School Year 2009-10)

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

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.

We are a school made up of a diverse student body. Currently there are 534 students enrolled with over 15 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, Adaptive Physical Education, 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 87%

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of Marin students are proficient or advanced in both English Language Arts and Math, school-wide.

In addition, we offer a fee-based enrichment program is offered to students who are enrolled in the Early Bird and Late Bird reading programs in grades 1st through 3rd. Some enrichment classes offered include: Spanish, Vocal Music, Guitar, World Percussion, 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, (510)559-6590.

### Opportunities for Parental Involvement (School Year 2009-10)

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

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.

### Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Kindergarten	97
Grade 1	88
Grade 2	77
Grade 3	77
Grade 4	89
Grade 5	88
<b>Total Enrollment</b>	<b>516</b>

### Student Enrollment by Group (School Year 2009-10)

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
<b>Black or African American</b>	2	<b>White</b>	50.1
<b>American Indian or Alaska Native</b>	0	<b>Two or More Races</b>	2.7
<b>Asian</b>	19.7	<b>Socioeconomically Disadvantaged</b>	7.8
<b>Filipino</b>	2	<b>English Learners</b>	18.6
<b>Hispanic or Latino</b>	5.6	<b>Students with Disabilities</b>	8.3
<b>Native Hawaiian/Pacific Islander</b>	0.19		

### 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	2007-08				2008-09				2009-10			
	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+
<b>K</b>	19.5	4	0	0	19.5	4	0	0	25	0	4	0
<b>1</b>	19.7	4	0	0	19.7	4	0	0	25.7	0	4	0
<b>2</b>	19.0	4	0	0	20.0	4	0	0	24	0	3.5	0
<b>3</b>	20.0	4	0	0	19.5	4	0	0	25.3	0	3.5	0
<b>4</b>	29.7	0	3	0	30.3	0	3	0	30.3	0	3	0
<b>5</b>	29.7	0	3	0	29.0	0	3	0	31.0	0	3	0
<b>K-3</b>	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
<b>3-4</b>	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0



4-8	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

### III. School Climate

#### School Safety Plan (School Year 2009-10)

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

Safety is a priority at Marin Elementary School. We have implemented a school wide 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 school-wide 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.

#### 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	3.6	1.4	1.0	4.6	9.8	6.0
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2010-11)

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

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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. This Fall 2010 the main gas line at Marin Elementary School was replaced. As a result of the construction on a nearby street rodents were displaced through the storm drains and discovered on the campus. Traps were set to remedy the situation.

**School Facility Good Repair Status (School Year 2010-11)**

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	Gas Main Replaced Fall 2010
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[ ]	[X]	[ ]	Rodents found in storm drains. Traps set Fall 2010
<b>Electrical:</b> Electrical	[ ]	[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]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

**V. Teachers**

**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 CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	25	21	22	184
<b>Without Full Credential</b>	1	1	**	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	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). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0

Vacant Teacher Positions	0	0	0
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**Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)**

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. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality 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	Non-NCLB Compliant Teachers
This School	96.0	4.0
All Schools in District	99.0	1.0
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	98.6	1.4

**VI. Support Staff**

**Academic Counselors and Other Support Staff (School Year 2009-10)**

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	n/a	n/a
Counselor (Social/Behavioral or Career Development)	n/a	---
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)	n/a	---
Psychologist	0.4	---
Social Worker	n/a	---
Nurse	n/a	---
Speech/Language/Hearing Specialist	0.8	---
Resource Specialist (non-teaching)	n/a	---
Other	3.0	---

**VII. Curriculum and Instructional Materials**

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)**

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Houghton- Mifflin, California Reading; Core Literature Novels (grades 4 & 5)	0	Yes
Mathematics	Everyday Math	0	Yes
Science	Delta/Full Option Science System	0	Yes

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History-Social Science	Houghton Mifflin for K-1 Harcourt for grades 2-5.	0	Yes
Foreign Language	N/A	N/A	Yes
Health	N/A	N/A	Yes
Visual and Performing Arts	N/A	N/A	Yes

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & 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	\$6,896	\$1,947	\$4,949	\$67,205
District	---	---	\$5,443	\$64,092
Percent Difference: School Site and District	---	---	-9.08	4.86
State	---	---	\$5,681	\$61,706
Percent Difference: School Site and State	---	---	-12.89	8.91

### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Funding was used to support the following:

- Clerk Aide
- Intervention Specialist
- English Language Learner Specialist
- Library/Media Specialist
- Reading Intervention Materials
- After School Math Intervention for 4th and 5th grade

### Teacher and Administrative Salaries (Fiscal Year 2008-09)

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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$42,779	\$38,970
Mid-Range Teacher Salary	\$62,305	\$59,776
Highest Teacher Salary	\$83,985	\$78,072
Average Principal Salary (Elementary)	\$116,316	\$94,605
Average Principal Salary (Middle)	\$125,566	\$98,480
Average Principal Salary (High)	\$134,164	\$106,266
Superintendent Salary	\$205,692	\$144,721
Percent of Budget for Teacher Salaries	42.27	38.8
Percent of Budget for Administrative Salaries	4.5	6.0

## IX. Student Performance

**Standardized Testing and Reporting Program**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tq/sr/documents/pkt5intrpts09.pdf>.

*Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

**Standardized Testing and Reporting 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	78	86	86	71	75	75	46	50	52
Mathematics	76	86	86	70	75	75	43	46	48
Science	72	86	86	70	74	74	46	50	54
History-Social Science	0	0	0	51	60	60	36	41	44

**Standardized Testing and Reporting 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
All Students in the LEA	78.5	85	82	
All Student at the School	86	86	86	
Male	86	88	90	
Female	86	83	81	
Black or African American	*	*		
American Indian or Alaska Native	*	*		
Asian	86	83	83	
Filipino	*	*	*	
Hispanic or Latino	69	69	*	
Native Hawaiian/Pacific Islander	*	*		
White	89	88	90	
Two or More Races	96	10		
Socioeconomically Disadvantaged	*	*		
English Learners	66	74	*	
Students with Disabilities				
Students Receiving Migrant Education Services				

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**California Physical Fitness Test Results (School Year 2009-10)**

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pf/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.9	23.0	66.7

**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 CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

**Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2007	2008	2009
Statewide	9	9	10
Similar Schools	2	2	2

**Academic Performance Index Growth 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		
	2007-08	2008-09	2009-10
All Students at the School	14	45	18
Black or African American			
American Indian or Alaska Native			
Asian	38	25	-4
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	0	42	20
Two or More Races			
Socioeconomically Disadvantaged			
English Learners	47	37	31
Students with Disabilities			

**Academic Performance Index Growth by Student Group – 2010 Growth API Comparison**

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	943	871	767
Black or African American		726	686

American Indian or Alaska Native			728
Asian	942	906	890
Filipino			851
Hispanic or Latino		781	715
Native Hawaiian/Pacific Islander			753
White	954	894	838
Two or More Races			808
Socioeconomically Disadvantaged		784	712
English Learners	922	830	692
Students with Disabilities		650	580

### 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 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	No

### Federal Intervention Program (School Year 2010-11)

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 (ELA 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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

## XI. Instructional Planning and Scheduling

### Professional Development

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

The teaching faculty is offered three district-wide 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

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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 School and Ocean View School in order to align our work across the district. An on-going focus for this collaboration is the implementation of our adopted math program, Everyday Math, through an elementary Math Coach.

Instructional Leadership Team (ILT) members from the High School, Middle School, and Elementary Schools attended summer professional development on BEST, Professional Learning Communities, and Essential standards and assessments.



## School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

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 California Department of Education (CDE) 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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, 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 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Ocean View Elementary School	<b>District Name</b>	Albany Unified School District
<b>Street</b>	1000 Jackson Street	<b>Phone Number</b>	(510) 558-3750
<b>City, State, Zip</b>	Albany, CA 94706	<b>Web Site</b>	<a href="http://www.ausdk12.org">www.ausdk12.org</a>
<b>Phone Number</b>	510-558-4800	<b>Superintendent</b>	María Stephenson
<b>Principal</b>	Terry Georgeson	<b>E-mail Address</b>	<a href="mailto:lhornada@ausdk12.org">lhornada@ausdk12.org</a>
<b>E-mail Address</b>	<a href="mailto:tgeorgeson@ausdk12.org">tgeorgeson@ausdk12.org</a>	<b>CDS Code</b>	01-61127-6116222

#### School Description and Mission Statement (School Year 2009-10)

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

The mission of Ocean View Elementary School is to provide a quality comprehensive learning experience for all students in a safe, inclusive and engaging environment.

We are located near the shores of the San Francisco Bay and a neighbor to the University of California Berkeley Family Housing. Our enrollment is currently at 563 students with 24 different languages spoken. The school serves students in grades k-5 with 23 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, Adaptive Physical Education, Occupational Therapy, and counseling. Students also participate in music, physical education, science, and Library media classes taught by specialists.

Ocean View School staff values each student, promoting dignity and respect, while offering a rigorous comprehensive core 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 differentiated approach to instruction. Their efforts are

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reflected in their students' performance on the California Standards Test. The most recently released Adequate Yearly Progress (AYP) results report 87% of Ocean View students are proficient or advanced in both English Language Arts and Math, school-wide.

In addition, we offer a fee-based enrichment program is offered to students who are enrolled in the Early Bird and Late Bird reading programs in grades 1st through 3rd. Some enrichment classes offered include: Spanish, Vocal Music, Yoga, World Percussion, Tennis, and Chess.

Our campus houses a childcare program as a convenience to parents called Cedars, Maples. 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 program should be directed to Susan Stevenson, Director of the Children's Center, (510)559-6590. School.

### Opportunities for Parental Involvement (School Year 2009-10)

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

Parents are involved and support our school by participating in 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, organize community events, and provide supplemental instructional materials.

### 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	2007-08				2008-09				2009-10			
	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	19.5	5	0	0	19.7	4	0	0	24.7	0	5	0
1	20.0	4	0	0	19.0	4	0	0	26	0	4	0
2	19.8	4	0	0	19.8	4	0	0	24.2	0	4	0
3	19.5	4	0	0	19.8	4	0	0	24.6	0	4	0
4	29.3	0	3	0	29.0	0	3	0	31.3	0	3	0
5	28.0	0	4	0	30.0	0	3	0	26	0	4	0
K-3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4-8	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

## III. School Climate

### School Safety Plan (School Year 2009-10)

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

Safety is a priority at Ocean View Elementary School. As part of district K-8 program we have implemented a school wide 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 school-wide incentives are tied to each of the "3 B's." In addition, Ocean View teachers integrate anti-bullying curriculum, Welcoming Schools, into their curricula and Ocean View students are trained as Conflict Managers.

#### 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 and 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	0.0	2.0	0.4	4.6	9.8	6.0
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.1

**IV. School Facilities**

**School Facility Conditions and Planned Improvements (School Year 2010-11)**

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 2010-11)**

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<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> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b>	[ ]	[X]	[ ]	[ ]	

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Structural Damage, Roofs				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]

## V. Teachers

### 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 CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	31	25	25	184
<b>Without Full Credential</b>	0	0	**	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	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). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality 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	Non-NCLB Compliant Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	99.0	1.0
<b>High-Poverty Schools in District</b>	n/a	n/a
<b>Low-Poverty Schools in District</b>	98.6	1.4

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

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
<b>Academic Counselor</b>	n/a	n/a
<b>Counselor (Social/Behavioral or Career Development)</b>	n/a	---

Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)	n/a	---
Psychologist	0.4	---
Social Worker	n/a	---
Nurse	n/a	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	n/a	---
Other	3.8	---

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	The district adopted Houghton-Mifflin Language Arts materials for all students grades K-5.	0	Yes
Mathematics	The district has adopted Everyday Math and is implementing the program across the elementary schools in current school year.	0	Yes
Science	The district adopted Delta/Full Option Science System in 2007.	0	Yes
History-Social Science	The district adopted Houghton Mifflin for K-1, and is using Harcourt for grades 2-5.	0	Yes
Foreign Language	N/A	N/A	Yes
Health	N/A	N/A	Yes
Visual and Performing Arts	N/A	N/A	Yes

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,939	\$2,314	\$4,625	\$61,029
District	---	---	\$5,443	\$64,092
Percent Difference: School Site and District	---	---	-15.03	-4.78
State	---	---	\$5,681	\$61,706
Percent Difference: School Site and	---	---	-18.59	-1.10

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State				
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**Types of Services Funded (Fiscal Year 2009-10)**

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Funding through categorical and other sources was used to support the following:

- Clerk Aide
- Intervention teacher
- English Language Learner Specialist
- Library/Media Specialist
- Reading Intervention Materials
- After School Math Intervention for 1st through 5th grade
- Noontime supervision

**Teacher and Administrative Salaries (Fiscal Year 2008-09)**

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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$42,779	\$38,970
Mid-Range Teacher Salary	\$62,305	\$59,776
Highest Teacher Salary	\$83,985	\$78,072
Average Principal Salary (Elementary)	\$116,316	\$94,605
Average Principal Salary (Middle)	\$125,566	\$98,480
Average Principal Salary (High)	\$134,164	\$106,266
Superintendent Salary	\$205,692	\$144,721
Percent of Budget for Teacher Salaries	42.27	38.8
Percent of Budget for Administrative Salaries	4.5	6.0

**IX. Student Performance**

**Standardized Testing and Reporting Program**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

**Standardized Testing and Reporting 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10

English-Language Arts	71	74	74	71	75	75	46	50	52
Mathematics	77	84	84	70	75	75	43	46	48
Science	80	79	79	70	74	74	46	50	54
History-Social Science	0	0	0	51	60	60	36	41	44

### Standardized Testing and Reporting 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
All Students in the LEA	78.5	85	82	
All Student at the School	74	84	79	
Male	72	85	78	
Female	77	84	80	
Black or African American	78	78	*	
American Indian or Alaska Native	*	*		
Asian	77	93	79	
Filipino	*	*	*	
Hispanic or Latino	62	77	76	
Native Hawaiian/Pacific Islander	*	*		
White	76	86	74	
Two or More Races	86	80	10	
Socioeconomically Disadvantaged	*	*	*	
English Learners	66	83	63	
Students with Disabilities	*	*	*	
Students Receiving Migrant Education Services				

### California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.7	23.1	68.3

## 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 CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten schools of the 100 similar schools,

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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	2007	2008	2009
Statewide	10	9	10
Similar Schools	8	5	9

#### Academic Performance Index Growth 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		
	2007-08	2008-09	2009-10
All Students at the School	-2	40	-4
Black or African American			
American Indian or Alaska Native			
Asian	-3	29	-22
Filipino			
Hispanic or Latino		58	-4
Native Hawaiian/Pacific Islander			
White	18	33	-3
Two or More Races			
Socioeconomically Disadvantaged	-9	52	
English Learners	-14	35	-7
Students with Disabilities			

#### Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	913	871	767
Black or African American		726	686
American Indian or Alaska Native			728
Asian	945	906	890
Filipino			851
Hispanic or Latino	859	781	715
Native Hawaiian/Pacific Islander			753
White	926	894	838
Two or More Races			808
Socioeconomically Disadvantaged		784	712
English Learners	910	830	692
Students with Disabilities		650	580

#### 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 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

#### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)



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
<b>Overall</b>	Yes	No
<b>Participation Rate: English-Language Arts</b>	Yes	Yes
<b>Participation Rate: Mathematics</b>	Yes	Yes
<b>Percent Proficient: English-Language Arts</b>	Yes	No
<b>Percent Proficient: Mathematics</b>	Yes	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	N/A	No

#### Federal Intervention Program (School Year 2010-11)

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 (ELA 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	---	
<b>Percent of Schools Currently in Program Improvement</b>	---	

## XI. Instructional Planning and Scheduling

### Professional Development

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

The teaching faculty is offered three district-wide staff development days during the school year. In addition, 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, Ocean View teachers collaborate with the faculty at Cornell School and Marin School in order to align our work across the district. An on-going focus for this collaboration is the implementation of our adopted math program, Everyday Math, through an elementary Math Coach.

Instructional Leadership Team (ILT) members from the High School, Middle School, and Elementary Schools attended summer professional development on BEST, Professional Learning Communities, and Essential standards and assessments.

<p><b>School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11</b></p>
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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 California Department of Education (CDE) 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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, 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 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Albany Middle School	<b>District Name</b>	Albany Unified School District
<b>Street</b>	1259 Brighton Ave.	<b>Phone Number</b>	(510) 558-3750
<b>City, State, Zip</b>	Albany, CA 94706	<b>Web Site</b>	<a href="http://www.ausdk12.org">www.ausdk12.org</a>
<b>Phone Number</b>	510 558-3600	<b>Superintendent</b>	Marla Stephenson
<b>Principal</b>	Robin Davis	<b>E-mail Address</b>	<a href="mailto:lhornada@ausdk12.org">lhornada@ausdk12.org</a>
<b>E-mail Address</b>	<a href="mailto:rdavis@ausdk12.org">rdavis@ausdk12.org</a>	<b>CDS Code</b>	01-61127-6090161

### School Description and Mission Statement (School Year 2009-10)

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

Albany Middle School is a school community dedicated to learning. The mission of providing a rich and rigorous standards-based curriculum is guided by our vision statement: In a safe, engaging environment, each member of the AMS community strives toward excellence, acceptance of differences, exploration of ideas, and responsibility to a larger world. At AMS everybody teaches; everybody learns. AMS was recognized as a California Distinguished School in 2003.

### Opportunities for Parental Involvement (School Year 2009-10)

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

Our school values and enjoys 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, English

Language Learner Advisory Committee, SchoolCare, and classroom volunteers. Communication is accomplished through weekly school wide newsletters and Aeries, a web-based communication system, as well as classroom newsletters; phone calls, email, report cards, and conferences.

The PTA supports the instructional program with parent education, escript, library volunteers, lunch time volunteers, chaperoning field trips and dances, supporting school enrichment, and tutoring. The School Site Council monitors our program of instructional improvements and supports the library and ELD support . These organizations and other community resources have provided help to our classrooms.

### Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Grade 6	276
Grade 7	296
Grade 8	306
<b>Total Enrollment</b>	<b>879</b>

### Student Enrollment by Group (School Year 2009-10)

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
Black or African American	8	White	37
American Indian or Alaska Native	1	Two or More Races	4.5
Asian	31.4	Socioeconomically Disadvantaged	19
Filipino	2	English Learners	11
Hispanic or Latino	13.6	Students with Disabilities	12.4
Native Hawaiian/Pacific Islander	0.46		

### Average Class Size and Class Size Distribution (Secondary)

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

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.6	2	46	0	27.5	1	46	0	27.5	1	40	0
Mathematics	25	7	27	2	25.6	8	25	2	28.3	7	22	2
Science	28.2	1	31	0	28.7	0	32	0	27.5	2	30	0
Social Science	28	0	32	0	28.4	1	31	0	27.5	1	30	0

## III. School Climate

### School Safety Plan (School Year 2009-10)

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 yearly to the Board of Education.

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.

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- 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 or assistant 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	10.8	14.5	7.8	4.6	9.8	6.0
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.1

**IV. School Facilities**

**School Facility Conditions and Planned Improvements (School Year 2010-11)**

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.

Albany Middle School is in its twelfth year at this campus. The large atrium area encourages student interaction and study. The full size gym is a wonderful resource to our school and community at large for athletic events, assemblies, band/choir performances, dances, and other events. There are three fully equipped science labs and art and music facilities. AMS has 28 classrooms and the facility was awarded the LeRoy B Green Architectural Design Award.

**School Facility Good Repair Status (School Year 2010-11)**

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<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> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	Replaced recalled sprinkler heads at site

<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]

## V. Teachers

### 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 CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	44	47	51	184
<b>Without Full Credential</b>	9	5	0	0
<b>Teaching Outside Subject Area of Competence</b>	2	2	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). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	2	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality 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	Non-NCLB Compliant Teachers
<b>This School</b>	98.0	2.0
<b>All Schools in District</b>	99.0	1.0
<b>High-Poverty Schools in District</b>	n/a	n/a
<b>Low-Poverty Schools in District</b>	98.6	1.4

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

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
<b>Academic Counselor</b>	2.0	439.5

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<b>Counselor (Social/Behavioral or Career Development)</b>	n/a	---
<b>Library Media Teacher (Librarian)</b>	1.0	---
<b>Library Media Services Staff (paraprofessional)</b>	0.8	---
<b>Psychologist</b>	0.6	---
<b>Social Worker</b>	n/a	---
<b>Nurse</b>	n/a	---
<b>Speech/Language/Hearing Specialist</b>	1.2	---
<b>Resource Specialist (non-teaching)</b>	n/a	---
<b>Other</b>	3.0	---

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
<b>Reading/Language Arts</b>	All students have access to current standards-based textbooks and materials.  McDougal-Littell Literature and Writer's Craft Core Novels	0	Yes
<b>Mathematics</b>	All students have access to current standards-based textbooks and materials.  McDougal-Littell Mathematics Course 1 and 2 for grades 6 and 7 Algebra I for grade 8	0	Yes
<b>Science</b>	All students have access to current standards-based textbooks and materials. We are currently in the process of adopting new textbooks in math for the 2008-2009 academic year.  Prentice - Hall for grades 6 and 7 Addison - Wesley for grade 8	0	Yes
<b>History-Social Science</b>	All students have access to current standards-based textbooks and materials.  TCI - History Alive 6 - 8	0	Yes
<b>Foreign Language</b>	All students have access to current standards-based textbooks and materials.  French: "Discovering French Nouveau" Bleu I (McDougal-Littell) Spanish: "Realidades" (Prentice-Hall)	0	Yes
<b>Health</b>	N/A	N/A	Yes
<b>Visual and Performing Arts</b>	N/A	N/A	Yes

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & 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	\$6,765	\$2,816	\$3,949	\$64,777
District	---	---	\$5,443	\$64,092
Percent Difference: School Site and District	---	---	-27.45	1.07
State	---	---	\$5,681	\$61,706
Percent Difference: School Site and State	---	---	-30.49	4.98

### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

We have a full seven period day for all 7th and 8th grades. SchoolCARE provides electives and .40 of our counseling services. Our Single Plan for Instruction supports English Language Learner support and library tech support. We are a Title I school and offer support classes in math, reading, and homework. We have a full music program that includes Jazz Band, Jazz Workshop, and choir supported by the Music Fund as well as a three bands and an orchestra.

### Teacher and Administrative Salaries (Fiscal Year 2008-09)

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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$42,779	\$38,970
Mid-Range Teacher Salary	\$62,305	\$59,776
Highest Teacher Salary	\$83,985	\$78,072
Average Principal Salary (Elementary)	\$116,316	\$94,605
Average Principal Salary (Middle)	\$125,566	\$98,480
Average Principal Salary (High)	\$134,164	\$106,266
Superintendent Salary	\$205,692	\$144,721
Percent of Budget for Teacher Salaries	42.27	38.8
Percent of Budget for Administrative Salaries	4.5	6.0

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose

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disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tq/sr/documents/pkt5intrpts09.pdf>.

*Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	74	78	78	71	75	75	46	50	52
Mathematics	76	77	77	70	75	75	43	46	48
Science	79	78	78	70	74	74	46	50	54
History-Social Science	61	63	63	51	60	60	36	41	44

### Standardized Testing and Reporting 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
All Students in the LEA	74	71	72	62
All Student at the School	78	77	78	63
Male	73	75	78	60
Female	83	79	78	65
Black or African American	55	51	59	46
American Indian or Alaska Native	*	*	*	*
Asian	59	73	67	57
Filipino	79	68	*	*
Hispanic or Latino	82	91	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
White	81	75	79	60
Two or More Races	74	67	70	55
Socioeconomically Disadvantaged	59	58	64	40
English Learners	32	51	49	20
Students with Disabilities	45	43	57	37
Students Receiving Migrant Education Services				

### California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pf/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards			



	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.6	32.3	38.2

## 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 CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2007	2008	2009
Statewide	10	10	10
Similar Schools	8	8	3

### Academic Performance Index Growth 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		
	2007-08	2008-09	2009-10
All Students at the School	0	6	8
Black or African American			
American Indian or Alaska Native			
Asian	11	14	3
Filipino			
Hispanic or Latino	20	17	
Native Hawaiian/Pacific Islander			
White	-17	7	-27
Two or More Races			
Socioeconomically Disadvantaged	3	34	18
English Learners			-4
Students with Disabilities			

### Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	889	871	767
Black or African American		726	686
American Indian or Alaska Native			728
Asian	942	906	890
Filipino			851
Hispanic or Latino		781	715
Native Hawaiian/Pacific Islander			753
White	880	894	838
Two or More Races			808

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<b>Socioeconomically Disadvantaged</b>	794	784	712
<b>English Learners</b>	797	830	692
<b>Students with Disabilities</b>	656	650	580

**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 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

**Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)**

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.

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

**Federal Intervention Program (School Year 2010-11)**

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 (ELA 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	Not in PI	Not in PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	---	
<b>Percent of Schools Currently in Program Improvement</b>	---	

**XI. Instructional Planning and Scheduling**

**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 has been an on-going focus for teachers to align curriculum to state-standards and support at-risk students. As a school we continue to look at issues around bullying and respect as we work with students. We have implemented a school climate program called BEST and have a 40% teacher on site to help coordinate and support activities and programs working with student safety and respect.

We continue to work with Albany High School to look at curriculum, standards, and how to prepare our students for a smooth transition to high school with the knowledge they need to be successful at the next level as well as prepared to pass the CAHSEE. We are developing essential standards and formative assessments for students in all classes and coordinating with the high school on this important work. We have a District-wide Strategic Plan that guides our work on essential standards, communication, and collaboration throughout the district.

August 23: Working on essential standards to be taught in all classes and available to all students. Develop year-long plans

and objectives, and look at formative assessment.

September 27 and 28: Curriculum planning to support all students. Looking at rubrics to use to assess understanding of essential standards. Continue work on BEST and working with the new web-based program Aeires.

## School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

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 California Department of Education (CDE) 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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, 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 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Albany High School	<b>District Name</b>	Albany Unified
<b>Street</b>	603 Key Route Blvd.	<b>Phone Number</b>	(510) 558-3750
<b>City, State, Zip</b>	Albany, CA 94706	<b>Web Site</b>	<a href="http://www.ausdk12.org">www.ausdk12.org</a>
<b>Phone Number</b>	(510) 558-2500	<b>Superintendent</b>	Marla Stephenson
<b>Principal</b>	Ted Barone	<b>E-mail Address</b>	<a href="mailto:lhornada@ausdk12.org">lhornada@ausdk12.org</a>
<b>E-mail Address</b>	<a href="mailto:tbarone@ausdk12.org">tbarone@ausdk12.org</a>	<b>CDS Code</b>	0130450

#### School Description and Mission Statement (School Year 2009-10)

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

The mission of Albany High School is to provide an environment challenging to our students and to educate them to become happy, productive, and responsible citizens of a diverse society. We expect our graduates to be: complex thinkers with the skill to solve problems in a variety of contexts; individuals academically prepared for college and other post-secondary educational opportunities; effective communicators in a variety of formats and cultural contexts; self-directed learners with diverse experiences and perspectives that help guide them to healthy and productive lives. Albany High School was established in 1934. Like the city of Albany, AHS is extremely diverse for a relatively small school. Out of our 2010 graduating class, 97% were planning to attend college, 59% at four-year colleges and 38% at community colleges. Albany High School offers seven periods of instruction and two semesters per year. It is on a modified block schedule with all classes meeting on Monday for 52 minutes, odd periods meeting on Tuesday and Thursday, and even periods meeting on Wednesday and Friday. Block schedule periods are 95 minutes long. We have two 40-minute Advisory periods per week. We offer advanced placement, honors, and advanced courses throughout each subject area. We have extensive fine arts and ROP programs. We also offer four levels of English Language Development classes and a variety of sheltered content classes as needed by our English Language Learners. The teaching faculty includes 51 full-time and 11 part-time classroom teachers. There are 3 administrators, 4

guidance counselors, a part-time career counselor, a part-time mental health coordinator, and a part-time school psychologist.

### Opportunities for Parental Involvement (School Year 2009-10)

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

Albany High School parents have the opportunity to sit on a variety of leadership and support committees. The Albany High School Parent, Teacher, Student Association (PTSA) is the largest support organization. PTSA meetings focus on program issues and student needs. The PTSA has a "Minigrant" program that funds small one-time student and school site needs. The group includes student participation in a unique format. Each parent officer in the PTSA mentors a student officer. Students do not participate as just school representatives, but rather as partners in running the meetings and setting goals. The School Site Council is a decision-making body that includes the Principal, teachers, classified staff, parents, and student representatives. It meets monthly to review the school's programs, write an annual report to the School Board and recommend ways to spend the school site funds. Recommendations for these funds are based on programmatic need based on the WASC Action Plan, student achievement data, and on the annual Needs Assessment survey given to all staff, parents and student of AHS in the spring. The Instructional Improvement Council reviews the instructional program, considers new course proposals, and consults with the administration regarding staff development. The Athletic Advisory Council provides oversight of the interscholastic sports program and its budget. Athletic Boosters provides support for athletic programs through fundraising activities.

### Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Grade 9	342
Grade 10	337
Grade 11	284
Grade 12	317
<b>Total Enrollment</b>	<b>1,282</b>

### Student Enrollment by Group (School Year 2009-10)

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
Black or African American	9	White	36
American Indian or Alaska Native	1	Two or More Races	3.9
Asian	37	Socioeconomically Disadvantaged	10
Filipino	1	English Learners	12
Hispanic or Latino	12.3	Students with Disabilities	10.5
Native Hawaiian/Pacific Islander	0.47		

### Average Class Size and Class Size Distribution (Secondary)

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

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.8	23	28	2	23.3	29	30	0	25.4	10	38	1
Mathematics	26.3	7	28	7	27.4	10	29	8	26.9	8	24	7
Science	28.5	3	31	2	28.2	2	31	5	27.1	2	29	2
Social Science	28.3	4	43	2	29.4	3	26	9	26.4	5	42	2

## III. School Climate

### School Safety Plan (School Year 2009-10)

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

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We secure our campus perimeter from criminal activity by having site administrators patrol the campus. AHS has a part-time security aide to assist in the afternoon. The campus is closed to outsiders, and access signs are displayed prominently at entry points. Albany High School currently has cameras in all of the main parts of the buildings to help prevent crime on campus. Physical conditions that could lead to accidental harm are reported and corrected promptly by site administration, custodial, and maintenance teams. School grounds are kept clean at all times. Graffiti is painted over in a timely manner and repairs are made as necessary. School buildings and classrooms are well maintained and attractive, and are free of physical hazards. Classrooms have adequate space for the student-teacher ratio and are conducive to learning. Standard incident-reporting procedures are in place. Valuables and equipment are inventoried properly, engraved for identification, and stored securely. Parents and volunteers are recruited and trained as monitors for student activities. The community uses the school during off-hours. The school and community collaborate on crime prevention efforts. The crisis response plan identifies procedures to follow during (1) human emergencies, such as death of a student, suicide pacts, intruders, etc, and (2) natural emergencies, such as fires, earthquakes, and other natural disasters. Police and fire representatives participate in safety reviews of the campus, and will assist staff to respond effectively to school security and safety. Fire drills, earthquake drills, and lockdown drills are conducted regularly throughout the year.

### 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	3.5	14.8	7.3	4.6	9.8	6.0
<b>Expulsions</b>	0.0	0.0	0.2	0.0	0.0	0.1

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010-11)

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.

Albany High School opened a new main building eight years ago. The main building houses most academic classrooms, computer labs, and a new gymnasium. The art building houses a multipurpose room, a small theater, and art and music classrooms. District and site custodial and maintenance personnel maintain a clean and functional facility. During the Summer of 2009, the swimming pool was demolished to make way for a new aquatic complex. The aquatic facility construction begin in the fall of 2010 and is expected be completed in September of 2011.

### School Facility Good Repair Status (School Year 2010-11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	Corrected a leaking sewer system
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[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]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### 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 CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	58	61	62	184
Without Full Credential	7	5	0	0
Teaching Outside Subject Area of Competence	0	0	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). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	5	5	3
Total Teacher Misassignments	5	5	3
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/ta/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.0	1.0
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	98.6	1.4

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

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	3.8	337.3
Counselor (Social/Behavioral or Career Development)	0.6	---
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)	n/a	---
Psychologist	0.6	---
Social Worker	n/a	---
Nurse	n/a	---

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Speech/Language/Hearing Specialist	0.8	---
Resource Specialist (non-teaching)	n/a	---
Other	4.0	---

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

The math, science, social science, and foreign language departments all use standards aligned textbooks as well as subject-specific supplemental materials. The English department uses individual novels, short stories, poems, plays, and essays.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Albany High School offers English courses grade 9 through 12. In the 12th grade students have the opportunity to take English electives which include Film as Literature, Advanced Composition and Non-Fiction, Poetry, World Literature, and Mythology. Beginning in the year 08-09, all seniors take one semester of Senior Composition. We offer honors English, AP English, 4 levels of ELD courses, and ROP courses in yearbook, journalism, and advanced journalism. The English department uses a variety of resources, textbooks, and supplemental materials to support the curriculum.	0	Yes
Mathematics	The Math Department offers Pre-Algebra, Algebra I and II, Integrated Math I and II, Geometry, Pre-Calculus, Pre-Calculus Honors, Calculus, AP Calculus AB and BC, and AP Statistics. The math department uses a variety of resources, textbooks, and supplemental materials to support the curriculum.	0	Yes
Science	The Science Department offers Biology, AP Biology, Chemistry, AP Chemistry, Earth Space Science, Physics, AP Physics, Anatomy/Physiology, AP Environmental Science, and ROP Sports Medicine. The science department uses a variety of resources, textbooks, and supplemental materials to support the curriculum.	0	Yes
History-Social Science	The Social Science Department offers US Government, Economics, World History, World Problems, Psychology, AP Art History, and AP Comparative Government/World Religions. The social science department uses a variety of resources, textbooks, and supplemental materials to support the curriculum.	0	Yes
Foreign Language	The Foreign Language Department offers Spanish I through IV, AP Spanish, French I through IV, AP French, Spanish for Native Speakers, and Mandarin I, II and III. The foreign language department uses a variety of	0	Yes



	resources, textbooks, and supplemental materials to support the curriculum.		
<b>Health</b>	All incoming freshman are required to take the Identity, Health and Society course. The IHS courses employ a variety of resources, textbooks, and supplemental materials to support the curriculum.	0	Yes
<b>Visual and Performing Arts</b>	The VAPA department offers courses in instrumental music, choir, basic art, advanced art, ceramics, culinary arts, and dance.	0	Yes
<b>Science Laboratory Equipment (grades 9-12)</b>	We have classroom labs for all science courses.	0	Yes

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School Site</b>	\$6,436	\$2,313	\$4,123	\$59,150
<b>District</b>	---	---	\$5,443	\$64,092
<b>Percent Difference: School Site and District</b>	---	---	-24.25	-7.71
<b>State</b>	---	---	\$5,681	\$61,706
<b>Percent Difference: School Site and State</b>	---	---	-27.42	-4.14

### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to regular teaching and support services (clerical, custodian, and maintenance), many services are funded at Albany High School such as special education programs, psychological and counseling services, programs for English Language Learners, library services, student leadership and support, and tutoring services.

### Teacher and Administrative Salaries (Fiscal Year 2008-09)

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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average For Districts in Same Category
<b>Beginning Teacher Salary</b>	\$42,779	\$38,970
<b>Mid-Range Teacher Salary</b>	\$62,305	\$59,776
<b>Highest Teacher Salary</b>	\$83,985	\$78,072
<b>Average Principal Salary (Elementary)</b>	\$116,316	\$94,605
<b>Average Principal Salary (Middle)</b>	\$125,566	\$98,480
<b>Average Principal Salary (High)</b>	\$134,164	\$106,266
<b>Superintendent Salary</b>	\$205,692	\$144,721
<b>Percent of Budget for Teacher Salaries</b>	42.27	38.8
<b>Percent of Budget for Administrative Salaries</b>	4.5	6.0

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tq/sr/documents/pkt5intrpts09.pdf>.

*Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	67	70	70	71	75	75	46	50	52
Mathematics	59	64	64	70	75	75	43	46	48
Science	60	66	66	70	74	74	46	50	54
History-Social Science	48	61	61	51	60	60	36	41	44

### Standardized Testing and Reporting 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
All Students in the LEA	74	71	72	62
All Student at the School	70	64	66	61
Male	66	61	59	62
Female	75	67	73	60
Black or African American	44	36	37	33
American Indian or Alaska Native	*	*	*	*
Asian	74	76	68	63
Filipino	62	46	*	*
Hispanic or Latino	44	43	50	39
Native Hawaiian/Pacific Islander	*	*	*	*
White	86	70	79	75
Two or More Races	62	48	*	58
Socioeconomically Disadvantaged	23	40	*	8
English Learners	27	47	25	19
Students with Disabilities	40	36	34	36

Students Receiving Migrant Education Services				
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**California High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

**California High School Exit Examination Results for All Students – Three-Year Comparison**

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	90	93	94	89	92	94	52.9	52.0	54
Mathematics	93	94	95	92	93	95	51.3	53.3	53.4

**California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year**

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	6	94		5	95	
All Students at the School	6	94		4	96	
Male	8	92		5	95	
Female	4	96		4	96	
Black or African American	14	86		14	86	
American Indian or Alaska Native	*	*		*	*	
Asian	4	96		2	98	
Filipino	*	*		*	*	
Hispanic or Latino	13	87		11	89	
Native Hawaiian/Pacific Islander	*	*		*	*	
White	2	98		2	98	
Two or More Races	*	*		*	*	
Socioeconomically Disadvantaged	15	85		11	89	
English Learners	22	78		6	94	
Students with Disabilities	12	88		23	77	
Students Receiving Migrant Education Services						

**California Physical Fitness Test Results (School Year 2009-10)**

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pfi/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.5	32.8	38.7

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## 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 CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/apl/>.

### Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2007	2008	2009
Statewide	10	9	9
Similar Schools	7	5	1

### Academic Performance Index Growth 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		
	2007-08	2008-09	2009-10
All Students at the School	-12	-14	14
Black or African American			
American Indian or Alaska Native			
Asian	-15	-10	25
Filipino			
Hispanic or Latino	-36	-18	36
Native Hawaiian/Pacific Islander			
White	-1	-4	1
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			57
Students with Disabilities			

### Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	820	871	767
Black or African American		726	686
American Indian or Alaska Native			728
Asian	860	906	890
Filipino			851
Hispanic or Latino	700	781	715
Native Hawaiian/Pacific Islander			753
White	872	894	838
Two or More Races			808
Socioeconomically Disadvantaged		784	712
English Learners	692	830	692

Students with Disabilities		650	580
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**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 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

**Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)**

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
<b>Overall</b>	No	No
<b>Participation Rate: English-Language Arts</b>	Yes	Yes
<b>Participation Rate: Mathematics</b>	Yes	Yes
<b>Percent Proficient: English-Language Arts</b>	Yes	No
<b>Percent Proficient: Mathematics</b>	Yes	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	No	No

**Federal Intervention Program (School Year 2010-11)**

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 (ELA 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	Not In PI	Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	---	
<b>Percent of Schools Currently in Program Improvement</b>	---	

**XI. School Completion and Postsecondary Preparation****Admission Requirements for California's Public Universities****University of California**

Admission requirements for the University of California (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 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

**California State University**

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

**Dropout Rate and Graduation Rate**

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This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	2	0	3	2	1	4	5	5	6
Graduation Rate	96	92	88	94	91	86	81	80	79

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	96.8	n/a	94.5
Black or African American	99.6	n/a	89.7
American Indian or Alaska Native	*	n/a	95.3
Asian	92.4	n/a	97.4
Filipino	*	n/a	98.2
Hispanic or Latino	84.3	n/a	91.6
Native Hawaiian/Pacific Islander	*	n/a	95.2
White	94.7	n/a	98.1
Socioeconomically Disadvantaged	*	n/a	91.3
English Learners	91.4	n/a	98.5
Students with Disabilities	87.0	n/a	53.4

### Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Albany High School currently offers ROP programming in the following courses:

Photography and Advanced Photography  
 Communications/Graphic Arts  
 Journalism and Advanced Journalism  
 Video Production  
 Sports Medicine  
 Culinary Arts

### Career Technical Education Participation (School Year 2009-10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	420
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	0%

### Courses for University of California and/or California State University Admission (School Year 2009-10)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	71.7
Graduates Who Completed All Courses Required for UC/CSU Admission	67

### Advanced Placement Courses (School Year 2009-10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	---
English	1	---
Fine and Performing Arts	1	---
Foreign Language	2	---
Mathematics	2	---
Science	3	---
Social Science	1	---
All courses	12	22.4%

## XII. Instructional Planning and Scheduling

### Professional Development

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

Teachers are given three full days of school-wide professional development each year. Regular departmental, faculty, and professional learning community meetings are scheduled on a weekly basis.

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## School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

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 California Department of Education (CDE) 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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, 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 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	MacGregor High School	<b>District Name</b>	Albany Unified School District
<b>Street</b>	601 San Gabriel	<b>Phone Number</b>	(510) 558-3750
<b>City, State, Zip</b>	Albany, CA 94706	<b>Web Site</b>	<a href="http://www.ausdk12.org">www.ausdk12.org</a>
<b>Phone Number</b>	(510) 559-6570	<b>Superintendent</b>	Marla Stephenson
<b>Principal</b>	Alexia Ritchie	<b>E-mail Address</b>	<a href="mailto:lhornada@ausdk12.org">lhornada@ausdk12.org</a>
<b>E-mail Address</b>	<a href="mailto:aritchie@ausdk12.org">aritchie@ausdk12.org</a>	<b>CDS Code</b>	0161127/0130294

#### School Description and Mission Statement (School Year 2009-10)

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

To promote student success through direct intervention in an alternative school environment. To create a positive climate with an emphasis on academic achievement, self-esteem, physical well-being and personal goal setting. To deliver education, social and career development services to students based on State, District and school site goals.

#### Opportunities for Parental Involvement (School Year 2009-10)

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

Opportunities for parent involvement include the School Site Council, frequent parent-teacher conferences, phone contact, report cards and parent volunteering. We also have a new website where parents can post news and other notices that is currently being updated by a parent volunteer on our Site Council. We held a Back-To-School night in September which was well attended and was held in our new computer lab. We had a board member and district representative in attendance. Parents volunteered and worked with students to help maintain the garden at our former site. They were able to plant an



organic fruit orchard as part of our kitchen garden used by our Culinary Arts program.

### Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Grade 9	1
Grade 10	1
Grade 11	20
Grade 12	14
<b>Total Enrollment</b>	<b>37</b>

### Student Enrollment by Group (School Year 2009-10)

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
Black or African American	22	White	24
American Indian or Alaska Native	3	Two or More Races	
Asian	13.51	Socioeconomically Disadvantaged	10
Filipino	8	English Learners	9
Hispanic or Latino	24	Students with Disabilities	5.4
Native Hawaiian/Pacific Islander	0		

### Average Class Size and Class Size Distribution (Secondary)

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

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.5	2	0	0	25.5	0	2	0	25.5	0	2	0
Mathematics	19	2	0	0	26.0	0	1	0	25.0	0	1	0
Science	11	1	0	0	30.0	0	1	0	32.0	0	1	0
Social Science	18.5	3	1	0	25.0	0	2	0	26.5	0	2	0

## III. School Climate

### School Safety Plan (School Year 2009-10)

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 School Safety Plan is annually approved by the School Board. Practice drills for fire, earthquakes and other emergencies are held with staff and students. Members of our staff have been trained in cpr and crisis prevention-intervention methods. The Principal is a member of the Districts Safety response team.

Emergency supplies are stored on site.

### 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	4.3	40.7	86.5	4.6	9.8	6.0
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.1

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#### IV. School Facilities

##### School Facility Conditions and Planned Improvements (School Year 2010-11)

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.

MacGregor is now housed at our new location which is directly across from Albany Middle School and two 3 blocks from Albany High School. There are 4 general ed classrooms, one computer lab and one culinary arts kitchen-classroom. Offices for our academic and mental health counselors are on site. Central heating was recently installed in all classrooms and offices and the building is currently being painted. Deferred maintenance scheduled for this summer include the modernization of 3 classrooms and removing one of the portable half classrooms at the far end of the site. Plans to build a modest culinary garden are scheduled for later this year. The site is inspected by the health and fire departments with no violations noted.

##### School Facility Good Repair Status (School Year 2010-11)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	New heaters in every room
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	In process of painting all interior surfaces
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	Upgraded for the addition of the kitchen for culinary arts program
<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]	[ ]	[ ]	In process of improving school landscaping and along with the addition of a new gate
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

#### V. Teachers

##### 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 CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	4	2	3	184
<b>Without Full Credential</b>	0	1	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	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). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

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Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

**Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)**

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. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tg/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.0	1.0
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	98.6	1.4

**VI. Support Staff**

**Academic Counselors and Other Support Staff (School Year 2009-10)**

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	0.5	37
Counselor (Social/Behavioral or Career Development)	n/a	---
Library Media Teacher (Librarian)	n/a	---
Library Media Services Staff (paraprofessional)	n/a	---
Psychologist	n/a	---
Social Worker	n/a	---
Nurse	n/a	---
Speech/Language/Hearing Specialist	n/a	---
Resource Specialist (non-teaching)	n/a	---
Other	n/a	---

**VII. Curriculum and Instructional Materials**

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)**

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

MacGregor High School uses State and District approved textbook and other materials for English, Math, Science and Social Studies instruction. Purchases this year included additional copies of our science, social studies, math and literary novels to use with the growing number of students. Funds were spent on science lab equipment when we lost access to a lab at Albany Middle School.

Quality, Currency, and Availability of	Percent of Pupils Who Lack Their Own Assigned Textbooks	Most Recent SBE or Local Governing Agency Approved

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Core Curriculum Area	Textbooks and Instructional Materials	and Instructional Materials	Textbooks and Instructional Materials
Reading/Language Arts	Living Up the Street Moby Dick Their Eyes Were Watching God The Lord of the Flies Maus I and II  Go Ask Alice/Mass Market	0	Yes
Mathematics	Algebra 1 - Concepts and Skills/McDougal Littell Geometry - Reasoning, Measuring, Applying/McDougal Littell Algebra 2 - Equations, Graphs, Applications/McDougal Littell	0	Yes
Science	Biology/Prentice Hall	0	Yes
History-Social Science	World History/Glencoe McGraw-Hill American Odyssey/Glencoe McGraw-Hill Economics in Our Times-NTC	0	Yes
Foreign Language	N/A	N/A	Yes
Health	N/A	N/A	Yes
Visual and Performing Arts	N/A	N/A	Yes
Science Laboratory Equipment (grades 9-12)	Glassware, hotplates, goggles, investigation tools.	0%	Yes

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & 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	\$8,623	\$1,445	\$7,179	\$62,470
District	---	---	\$5,443	\$64,092
Percent Difference: School Site and District	---	---	31.89	-2.53
State	---	---	\$5,681	\$61,706
Percent Difference: School Site and State	---	---	26.37	1.24

### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to the regular education program (teaching, clerical, custodial, and maintenance), academic counseling services, mental health counselors supplemental science and culinary arts materials are also funded.

### Teacher and Administrative Salaries (Fiscal Year 2008-09)

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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$42,779	\$38,970
Mid-Range Teacher Salary	\$62,305	\$59,776
Highest Teacher Salary	\$83,985	\$78,072
Average Principal Salary (Elementary)	\$116,316	\$94,605
Average Principal Salary (Middle)	\$125,566	\$98,480
Average Principal Salary (High)	\$134,164	\$106,266
Superintendent Salary	\$205,692	\$144,721
Percent of Budget for Teacher Salaries	42.27	38.8
Percent of Budget for Administrative Salaries	4.5	6.0

**IX. Student Performance**

**Standardized Testing and Reporting Program**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

**Standardized Testing and Reporting 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	22	13	13	71	75	75	46	50	52
Mathematics	0	6	6	70	75	75	43	46	48
Science	7	*	*	70	74	74	46	50	54
History-Social Science	18	*	*	51	60	60	36	41	44

**Standardized Testing and Reporting 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
All Students in the LEA	n/a	n/a	n/a	n/a
All Student at the School	13	6	*	*
Male	*	*	*	*
Female	*	*	*	*
Black or African American	*	*	*	*

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American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
White	*	*	*	*
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

**California High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

**California High School Exit Examination Results for All Students – Three-Year Comparison**

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	67	79	*	89	92	94	52.9	52.0	54
Mathematics	64	64	*	92	93	95	51.3	53.3	53.4

**California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year**

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	6	94		5	95	
All Students at the School	*	*		*	*	
Male	*	*		*	*	
Female	*	*		*	*	
Black or African American	*	*		*	*	
American Indian or Alaska Native	*	*		*	*	
Asian	*	*		*	*	
Filipino	*	*		*	*	
Hispanic or Latino	*	*		*	*	
Native Hawaiian/Pacific Islander	*	*		*	*	
White	*	*		*	*	
Two or More Races	*	*		*	*	
Socioeconomically Disadvantaged	*	*		*	*	
English Learners	*	*		*	*	
Students with Disabilities	*	*		*	*	

Students Receiving Migrant Education Services						
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**California Physical Fitness Test Results (School Year 2009-10)**

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pf/>. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	n/a	n/a	n/a

**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 CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

**Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2007	2008	2009
Statewide	B *	B *	B *
Similar Schools	B	B	B

**Academic Performance Index Growth 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		
	2007-08	2008-09	2009-10
All Students at the School	13	-179	-33
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

**Academic Performance Index Growth by Student Group – 2010 Growth API Comparison**

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State

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All Students at the School	403	871	767
Black or African American		726	686
American Indian or Alaska Native			728
Asian		906	890
Filipino			851
Hispanic or Latino		781	715
Native Hawaiian/Pacific Islander			753
White		894	838
Two or More Races			808
Socioeconomically Disadvantaged		784	712
English Learners		830	692
Students with Disabilities		650	580

### 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 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	N/A	Yes
Graduation Rate	N/A	No

### Federal Intervention Program (School Year 2010-11)

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 (ELA 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 CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (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 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

**California State University**

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

**Dropout Rate and Graduation Rate**

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	18	7	22	2	1	4	5	5	6
Graduation Rate	75	78	67	94	91	86	81	80	79

**Completion of High School Graduation Requirements**

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	93.3	n/a	94.5
Black or African American	*	n/a	89.7
American Indian or Alaska Native	n/a	n/a	95.3
Asian	*	n/a	97.4
Filipino	n/a	n/a	98.2
Hispanic or Latino	*	n/a	91.6
Native Hawaiian/Pacific Islander	n/a	n/a	95.2
White	*	n/a	98.1
Socioeconomically Disadvantaged	*	n/a	91.3
English Learners	*	n/a	98.5
Students with Disabilities	n/a	n/a	53.4

**Career Technical Education Programs (School Year 2009-10)**

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Fifth year of our culinary arts program now being expanded to the general high school as an ROP course available to MacGregor students. Culinary teacher working closely with ROP liason to provide grading rubrics and increase academic rigor of this course. Academic counselor works closely with each students on their Individual Learning Plan for post-secondary planning.

**Career Technical Education Participation (School Year 2009-10)**

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation

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Number of pupils participating in CTE	n/a
% of pupils completing a CTE program and earning a high school diploma	n/a
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	n/a

#### Courses for University of California and/or California State University Admission (School Year 2009-10)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	n/a
Graduates Who Completed All Courses Required for UC/CSU Admission	n/a

#### Advanced Placement Courses (School Year 2009-10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	n/a	---
English	n/a	---
Fine and Performing Arts	n/a	---
Foreign Language	n/a	---
Mathematics	n/a	---
Science	n/a	---
Social Science	n/a	---
All courses	n/a	n/a

## XII. Instructional Planning and Scheduling

### Professional Development

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

Staff development focused on the move to our new facility and looking at ways to expand the academic rigour. There were 3 district release days and weekly staff meetings on site to provide professional development time. Two of our teachers participated in BTSA and attended additional activities focused on new teacher needs. For the 10-11 school year, we plan on sending teachers from MacGregor to attend Department and Professional Learning Community meeting at our comprehensive high school or middle school as all of our teachers are a department of 1. All teachers have been trained on our new student information system which is web based allowing them to take attendance, update gradebooks and communicate directly with families from home. Each teacher was issued a new laptop and trained on its specifics.



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**District Administration**

Marla Stephenson, *Superintendent*  
Laurie Harden, *Assistant Superintendent*

**Board of Education**

Paul Black  
Jonathan Knight  
Patricia Low  
Allan Maris  
Ronald Rosenbaum

# Albany Unified School District

## School Board

### Governance Handbook

## **Thoughts on school boards, education and governance contributed by Albany Unified School Board Trustees**

“Every law not based on wisdom is a menace to the state.”

—Frederick Wellington Ruckstull

“Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world.”

—Joel Barker

“Our progress as a nation can be no swifter than our progress in education.”

—John F. Kennedy

“Public education is the key civil rights issue of the 21st century. Our nation's knowledge-based economy demands that we provide young people from all backgrounds and circumstances with the education and skills necessary to become knowledge workers. If we don't, we run the risk of creating an even larger gap between the middle class and the poor. This gap threatens our democracy, our society and the economic future of America.”

—Eli Broad

ALBANY UNIFIED SCHOOL DISTRICT  
SCHOOL BOARD GOVERNANCE HANDBOOK  
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I. UNITY OF PURPOSE

**AUSD Mission Statement**  
**Created October 2 and 3, 2009 by the**  
**Strategic Planning Committee**  
**Adopted by the Board on April 20, 2010**

The mission of AUSD is to provide excellence in 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.

**Values and Beliefs that helped to form  
the Mission Statement  
Created October 2 and 3, 2009 by the  
Strategic Planning Committee  
Adopted by the Board on April 20, 2010**

- 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.

**Albany Unified School District Strategic Plan Goals  
Created by the  
Action Planning Teams – October 2009 to January 2010  
Adopted by Board of Education on April 20<sup>th</sup>, 2010**

<b>Goals for Strategy 1</b>
Provide a comprehensive educational experience with expanded opportunities for demonstrating and assessing student growth.
<ul style="list-style-type: none"> <li>• Goal 1: Develop a systematic and periodic process for assessing student learning using multiple measures.</li> </ul>
<ul style="list-style-type: none"> <li>• Goal 2: Implement an array of strategies to increase engagement of all students.</li> </ul>
<ul style="list-style-type: none"> <li>• Goal 3: Foster student’s social and emotional growth.</li> </ul>

<b>Goals For Strategy 2</b>
We will identify individual social, emotional, and academic needs and apply collaborative appropriate interventions.
<ul style="list-style-type: none"> <li>• Goal 1: AUSD will provide time for regular collaboration between district staff/families and other stakeholders to identify students' needs and develop/implement appropriate interventions.</li> </ul>
<ul style="list-style-type: none"> <li>• Goal 2: AUSD will regularly review and refine existing interventions and support programs and create/implement new ones as needed. Decisions will reflect current research and best practices.</li> </ul>
<ul style="list-style-type: none"> <li>• Goal 3: AUSD will regularly review and refine existing policies and procedures and create new ones as needed that reflect current research and best practices regarding students' physical and social/emotional well being. This may include areas such as sleep, nutrition, exercise, school scheduling and homework.</li> </ul>
<ul style="list-style-type: none"> <li>• Goal 4: There will be an increase in students who have a positive relationship or connection with staff/peers, feel safe and have expanded opportunities to be involved at school.</li> </ul>



<b>Goals For Strategy 3</b>
We will enhance the leadership capacity at the site, district, and community levels for collaborating with all stakeholders in making decisions, communicating, and assessing site and district goals.
• Goal 1: Collaboratively create an annual district-wide plan for professional/leadership development, anticipating expected changes, for members of the Learning Community.
• Goal 2: Develop a model for proactive and effective decision-making.
• Goal 3: Improve Communication Protocols



# CSBA Effective Governance System

## I. THE TRUSTEE - INDIVIDUAL'S ATTITUDE

- I keep learning and achievement for all students as the primary focus.
- I value, support and advocate for public education.
- I respect differences of perspective and style on the board and among staff, students, parents and the community.
- I understand that manner and behavior make a difference.
- I keep confidential information confidential.
- I commit the time and energy necessary to be an informed and effective leader.
- I understand the role and responsibilities of the board.
- I understand that authority rests with the board as a whole.
- I work hard to build and sustain an effective governance team.

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ACSA Superintendent's Governance Standards

## II. THE GOVERNANCE TEAM - AT THE BOARD TABLE

**Unity of Purpose**

Role

**Culture**

**Structure & Process**

We keep the district focused on learning and achievement for all students.

We communicate a common vision.

We are focused, remain on task and are consistent.

We operate openly, with trust and integrity.

We govern in a dignified and professional manner, treating everyone with civility and respect.

We govern within board-adopted policies and procedures

We take collective responsibility for the board's performance.

We periodically evaluate our own effectiveness.

We ensure opportunities for the diverse range of views in the community to inform board deliberations.

## III. THE BOARD'S RESPONSIBILITIES

We set the direction.

We establish the structure.

We provide support.

We ensure accountability.

We act as community leaders.

**Job Areas**

Setting the District's Direction

Student Learning and Achievement

Finance and Facilities

Human Resources

Policy and Judicial Review

Collective Bargaining

Community Relations and Advocacy

## STUDENT LEARNING AND ACHIEVEMENT

Current Trends and Issues in Public Education System

### III. AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP

#### **Governance Team Norms and Protocols:**

The Board of Education for the Albany Unified School District is entrusted by the community to uphold the Constitutions of California and the United States, to protect the public interest in schools, and to ensure that a high quality of education is provided to each student.

The Board and Superintendent must function together as a governance leadership team in order to effectively meet district challenges. Agreed upon behaviors, or norms, and operating procedures, or protocols, support consistent behaviors and actions among team members. The purpose of the governance team agreements is to ensure a positive and productive working relationship among Board members, the Superintendent, district staff, students and the community. The following norms and protocols were developed for and by the members of the governance team, and may be modified over time as needed.

#### *Our Agreements to Facilitate Governance Leadership:*

##### NORMS:

- Meeting Guidelines

##### PROTOCOLS:

- Bringing up new ideas or agenda items
- Agenda questions asked before a Board meeting
- Using Board meetings as strategic leadership tools
- Spokesperson for the governing team, Board, district
- Board members' role in public
- Handling concerns/complaints from the public and staff
- Requests for information
- A District Wide Emergency
- Evaluation of the Superintendent
- Self monitoring of governance team effectiveness

We have reviewed and agreed to the aforementioned governance team norms and protocols in order to support a positive and productive working relationship among the Albany Unified District Board of Education, staff, students and the community. We shall review and renew these agreements annually.

Affirmed on this \_\_\_\_ day of \_\_\_\_\_, 2011

\_\_\_\_\_  
Name, Board President

\_\_\_\_\_  
Name, Board Vice-President

\_\_\_\_\_  
Name, Trustee

\_\_\_\_\_  
Name, Trustee

\_\_\_\_\_  
Name, Trustee

\_\_\_\_\_  
Name, Superintendent

## Meeting Guidelines: Norms

*We agree to:*

- Maintain a focus on what is best for our students.
- Show respect (never dismiss/devalue others).
- Be willing to compromise.
- Disagree (if necessary) agreeably.
- Make a commitment to effective deliberation, each one listening openly while others are allowed to express their points of view.
- Participate by building on the thoughts of a fellow Board member.
- Make a commitment to open communication and honesty, no surprises.
- Commit the time necessary to govern effectively.
- Be collaborative.
- Maintain confidentiality (which leads to the building of trust).
- Look upon history as lessons learned; focus on the present and the future.

## Protocols to Support Effective Governance

**Issue:** Bringing up new ideas or agenda items

**Principles:** Board Members should have the opportunity to bring up new ideas or subjects of interest for future Board meeting agendas and must understand the process in order to do so. Creating a clearly defined process develops consistency, maintains trust and provides a process to think through issues that might have merit. Staff focus, energy and time, as well as other district resources must be focused on achieving the agreed upon district vision, goals and objectives and should not be diluted by new projects or the interests of individual Board members. The Board as a whole makes the determination of whether or not items of individual interest are added to a future agenda. We must honor the intent of the Brown Act and provide opportunities for members of the staff and the public to inform and hear Board deliberations on all agenda items if they choose to do so.

**Protocol:**

- A Board member's first step will always be to discuss the new topic or idea with the Superintendent.
- Individual Board members may bring up a new idea or request a future agenda item by explanation during "Board & Superintendent Comments" at the end of the meeting.
  - The Board President will ask the Superintendent for any comments on the item.
  - If there are at least two Board members who wish to place the item on the agenda, the agenda planning committee (consisting of the Superintendent, Board president and vice-president) will consider whether the item should be placed on the agenda or other action such as the forming of a subcommittee should be taken.
- All new ideas or agenda item topics will be weighed against their affect on staff's ability to accomplish the district vision and goals (strategic plan).
  - Consideration will include: the impact of the new agenda item or topic on agreed upon district priorities/goals and the shift of staff time, and energy away from their primary responsibilities relative to achieving district goals.

**Issue:** Agenda questions asked before a Board meeting

**Principles:** Staff members' time and expertise should be treated with respect by Board members. Prior to a public Board meeting, if a Board member has questions of clarification or requests for more information about an agenda item, the Board member should let the staff member know ahead of time so as not to surprise them and allow them to prepare their response for the public meeting.

**Protocol:**

- A Board member should put in the time to read all the information in the agenda packet of a meeting ahead of time.
- If the Board member has questions of clarification or requests for information, s/he should contact the Superintendent first so the Superintendent can channel the information to the appropriate staff member.
- The Superintendent should then share the requested information with all Board members.

**Issue:** Using Board meetings as strategic leadership tools

**Principles:** Board meetings are opportunities to strategically move the district forward, and to communicate direction, district priorities and progress to the community. When the public understands the process and the thinking behind Board decisions, there is generally more community support for the decision.

**Protocol:**

- Trustees and the Superintendent will regularly link Board meeting agenda items and discussions to the district vision, goals and strategic plan.
- Trustees will ask clarifying questions about agenda items in order to demonstrate and make as clear and transparent as possible the dialogue leading up to decisions made by the Board.

**Issue:** Spokesperson for the governing team, Board, district

**Principles:** Board members should be courteous to the media. It is important for the Board and staff to have a consistent, clear message on issues.

**Protocol:**

- Board members should refer all members of the press to the Superintendent for comment.
- The Superintendent will communicate with members of the Board when issues occur that may entail media interest to explain what is happening and what his/her response/message to the community is.
- The Superintendent will communicate with the Board members if it is necessary or appropriate to have a spokesperson for the Board on an issue to the media. In addition, the Superintendent and designated spokesperson for the Board will confer on appropriate talking points for the media.

**Issue:** Board members' role in public

**Principles:** Trustees are a resource to the community about pending decisions, issues and new programs. The public understands that the final authority rests with the Board as a whole, not individual Board members.

**Protocol:**

- As new programs and issues are introduced, the Superintendent will prepare talking points for trustees covering the scope of the issue or program.
- The Board and Superintendent will link, when possible, the program and issue to the vision, goals and strategic plan of the district.
- When a trustee is approached by a community member about a pending decision, issue or new program, the trustee will clarify questions and provide objective information.
- The trustee will remind the public that the role of the Board and the individual trustees is to make decisions that benefit ALL students.
- The trustee will remind the public that deliberation leading to decision making will take place at open, public Board meetings.



**Issue:** Handling concerns/complaints from the public and staff: (Uniform Complaint Policy required)

**Principles:** Board members should be responsive to the community and be good listeners. It's important for members of the governance team to be consistent in their responses to staff and the community. Board members need to stay within their function and not attempt to personally "fix" the problem. There are staff members whose job it is to remedy or deal with student and staff situations. Students and staff members have due process and confidentiality rights that cannot be violated. The School Board is potentially the "Court of Last Resort" and members who have been too involved early in the situation may not be able to participate in a final hearing.

**Protocol:**

- When someone complains to us, we will listen carefully, remembering we are only hearing one side of the story, then, depending on the severity and nature of the complaint we will consult with the Superintendent in order to direct that person to the staff member in the district most appropriate and able to help them resolve their concern.
- We will communicate to the Superintendent the communication we had with the complainant.
- We will make sure they understand the appropriate order of whom to contact (teacher, then principal, then district staff) and are aware of any formal forms or policies that might assist them (e.g., the uniform complaint form on the website).
- We should clarify that one Board member has no individual authority to fix a problem.
- As a representative of the public, it is important that the Board member invite the person with the complaint to get back to him/her if the issue is not resolved.

**Issue:** Requests for information

**Principles:** Board Members should be sensitive to the workload of the staff and as to whether their requests are necessary for effective decision making and to further the goals of the district. Staff should communicate effectively with Board members to clarify the urgency and nature of the Board member's request.

**Protocol:**

- Board members requesting information will contact the Superintendent. The Superintendent may direct a trustee to the appropriate staff member or will work with staff to provide the information.
- Answers to information requests will be distributed to all trustees.
- Board members will be mindful of the workload of staff and will self-monitor requests to ensure that one member's request will not divert an inappropriate amount of time from staff efforts to achieve district goals.
- When Board members request information that is not readily available, the Superintendent and/or staff will provide a time frame for when to expect an answer.

**Issue:** A District Wide Emergency

**Principles:** Board Members should be informed and kept updated about the state of emergency by the Superintendent or designee as soon as possible.

**Protocol:** The Superintendent or designee will inform the president of the Board as soon as possible as to the nature of the emergency and will keep the Board president updated with regard to actions leading to resolution of the emergency. The Board president or designee is responsible for relaying information to all other Board members.

**Issue:** Evaluation of the Superintendent

**Principles:** The Board uses the Superintendent evaluation as an important leadership tool to focus and align all district efforts. The process should provide an opportunity to acknowledge and commend the Superintendent's accomplishments. The evaluation should support the growth of the Superintendent and sustained improvement for the district and, if necessary, identify areas that need to be addressed by the Superintendent to ensure continuous progress.

**Protocol:**

- The Board will schedule an annual review of the Superintendent and make any adjustments necessary to the district's goals and strategic plan.
- The Board president will compile the individual performance reviews from each Trustee prior to the performance evaluation meeting.
- The Board president facilitates consensus and summarizes average rankings. Any minority view will be reflected in the narrative.
- The Superintendent will have the opportunity to provide a written response to the review.

**Issue:** Self-monitoring of governance team effectiveness

**Principles:** The governance team should be committed to increasing its effectiveness. In addition, the process of self-monitoring should help raise community awareness about the role of the school Board in the district and the community.

**Protocol:**

- Annually, the Board will conduct a self-evaluation survey such as that published by the California School Boards Association.
- Annually, the Board will review the Governance Handbook.
- Annually, the Board will conduct a survey of management staff that includes the CSBA self-evaluation survey and any feedback they have to the Board with regard to the norms and protocols outlined in the Governance Handbook.

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of April 5, 2011**

**ITEM: APPROVE RECOMMENDATION TO DESIGNATE  
CERTIFICATED EMPLOYEES TO PERMANENT AND  
PROBATIONARY STATUS**

**PREPARED BY: Cynthia Attiyeh, Human Resources Administrator**

**TYPE OF ITEM: ACTION**

**BACKGROUND INFORMATION:**

In accordance with California Education Code Section 44911 and 44915, the Superintendent is recommending the following employees to Permanent and Probationary Status.

<u>Permanent</u>	<u>Name</u>	<u>FTE</u>
None		

<u>Probationary II</u>	<u>Name</u>	<u>FTE</u>
None		

<u>Probationary 1</u>	<u>Name</u>	<u>FTE</u>
2001-2011	Hallsten, Roger	.8

**FINANCIAL INFORMATION:**

No fiscal impact.

**RECOMMENDATION:**

**APPROVE RECOMMENDATION TO MOVE CERTIFICATED TEACHERS TO  
PERMANENT AND PROBATIONARY STATUS.**