

**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

**THURSDAY**

June 9, 2011

**A G E N D A**

- I. OPENING BUSINESS** **7:00 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** **7:05 p.m.**
- A) With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54957: Pending Litigation: Keenan File No. 447719
- B) With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54957: Pending Litigation: Unfair Practice Charge No. SF-CE-2904E
- C) With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54957: Pending Litigation: John Doe et al. vs. Albany Unified School District.
- D) With respect to every item of business to be discussed in Closed Session pursuant to Education Code Section 35146: Students
- Approve Stipulated Agreement - Student ID#204925
  - Review Agreement - Student ID#205420.

- E) 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:
  - California School Employees Association (CSEA)
  - Albany Teachers Association (ATA)
  - 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 May 17, 2011 Minutes-----pg.5
- G) 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. Personnel-----pg.13**

**a) Certificated Personnel Assignment Order**

- 1. Amendment
  - a. Teacher
- 2. Leave
  - a. Teacher
- 3. Extra Assignment
  - a. Teacher
- 4. New Hire
  - a. Teacher
- 5. Separation of Service
  - a. Teacher
- 6. Status Change
  - a. none

**b) Classified Personnel Assignment Order**

- 1. Amendment
  - a. none
- 2. Leave
  - a. none
- 3. Extra Assignment
  - a. none
- 4. New Hire
  - a. Cafe Assistant II
  - b. Sign Language Interpreter
  - c. Yard Aide

- 5. Separation of Service
  - a. Cafe Assistant I
  - c. Yard Aide
- 6. Status Change
  - a. none

c) Student Worker

- 1. see attached

d) Uncompensated Service Assignment Order

- 1. Volunteer
  - a. Mental Health
  - b. School Psychologist
  - c. Classroom
  - d. Driver

e) Director III: Student Services

- 1. Approve Job Description-----pg.21

3) Curriculum and Instruction

- a) School Accountability Report Cards (SARCs) -----pg.27
- b) Williams Quarterly Update----- pg.93

4) Business and Operations

- a) May 2011 Warrants-----pg.94

5) Educational Services

- a) Approve Memorandum of Understanding with California State University Hayward for Furnishing Clinical Experience & The Use of Clinical Facilities.-----pg. 111
- b) Approve Interdistrict Attendance Agreement with San Francisco Unified School District.-----pg.117
- c) Approve Interdistrict Attendance Agreement with West Contra Costa County Unified School District. -----pg.119
- d) Approve Interdistrict Attendance Agreement with Alameda County School Districts. -----pg.121

6) Student Services

V. **STUDENT BOARD MEMBERS**

- A) Student Board Member Report

VI. **STAFF REPORTS**

- A) Strategic Plan Review-----pg.123
- B) K-5 Instructional Minutes-----pg.125

**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 Resolution 2010-11-27:**

- Resolution to Approve BP 3100 and BP3100 (a) Establish Fund Balance Policies per GASB 54:  
Waive 1<sup>st</sup> Reading; Conduct 2<sup>nd</sup> Reading: Approve. -----pg.130

**IX. REVIEW AND DISCUSSION ITEMS**

A) Declaration of Need for Fully Qualified Educators-----pg.138

B) Review AR 5111.1 Residency-----pg.142

**X. BOARD AND SUPERINTENDENT COMMENTS**

A) 2X2X2 Meeting

**XI. FUTURE AGENDA ITEMS**

Budget Adoption	June
Board Comments on Goals	June
Update Spring Field Trip	June
Consolidated App I	June

**XII. FUTURE BOARD MEETINGS**

A) Tuesday, June 21, 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**

**ALBANY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION**

1051 Monroe Street  
Albany, CA 94706

**MINUTES FOR REGULAR MEETING**

May 17, 2011

*Albany City Hall  
1000 San Pablo Avenue  
Albany, CA 94706*

*I. OPENING BUSINESS 6:30 p.m.*

*A) Call to Order*

President Low called meeting to order at 6:30.

*B) Roll Call*

PRESENT: President Low, Vice President Black, Member Knight, Member Maris, Member Rosenbaum.

ABSENT: None

STAFF: Superintendent Stephenson, Assistant Superintendent Harden, and Director of Education Services, Diane Marie.

*C) Identify Closed Session Pursuant to Section III Below*

*II. PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS*

There being no business under this item, the Board moved to the next item on the agenda.

*III. CLOSED SESSION*

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: Students.

C) 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*

*A) Reconvene to Open Session*

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*B) Roll Call*

PRESENT: President Low, Vice President Black, Member Knight, Member Maris, and Member Rosenbaum.

ABSENT: None

STAFF: Superintendent Stephenson and Assistant Superintendent Harden.

There being no further business under this item, the Board moved to the next item on the agenda.

*C) Pledge of Allegiance*

The Board and members of the public recited the Pledge of Allegiance.

There being no further business under this item, the Board moved to the next item on the agenda.

*D) Report of Action Taken in Closed Session*

President Low reported that the Board approved Superintendent Stephenson's contract through June 30, 2014.

There being no further business under this item, the Board moved to the next item on the agenda.

*E) Approval of Albany Unified School District Board of Education Agenda for the May 17, 2011 meeting.*

Superintendent Stephenson suggested moving items, 1) "FCMAT Special Study" [item VI, A, of the Staff Reports] to IV. Open Session, H.; and 2) "Governor Jerry Brown's May Budget Revision Update" [item IX, of Review and Discussion Items] to IV. Open Session, I. The first item was moved to IV. Open Session, H and the second item was moved to IV. Open Session, I.

*President Low requested a motion to: Revise and Approve: E) Albany Unified School District Board of Education Agenda for the May 17, 2011 meeting.*

*Motion by Vice President Black, seconded by Member Rosenbaum to Revise and Approve: E) Albany Unified School District Board of Education Agenda for the May 17, 2011 meeting.*

*The Board was polled and passed unanimously. Members: President Low, Vice President Black, Member Maris, Member Knight, Member Rosenbaum voting AYE.*

There being no further business under this item, the Board moved to the next item on the agenda.

*F) Employee Recognition for Retirees and 10, 20, 30, & 40 Years of Service*

President Low open the recognition ceremony with the following quote in honor of those being recognized, "It's easy to make a buck, but it's a lot tougher to make a difference."

President Low and Vice President Black presented employees celebrating upcoming retirement with wood cased ink pens. President Low and Vice President Black also presented employees celebrating 10, 20, 30, & 40 years of service with AUSD years of service pins. President Low, Superintendent Stephenson, and Albany High School principal, Ted Barone and Cornell Elementary School principal, Wendy Holmes; and Chris Engemann, Marin Elementary School 3<sup>rd</sup> grade teacher provided complimentary remarks about the honorees (to view the ceremony and photos, visit [www.ausd.org](http://www.ausd.org)).

There being no further business under this item, the Board moved to the next item on the agenda.

*G) Distinguished School Award – Albany High School*

Superintendent Stephenson complimented Albany High School on the tremendous accomplishment of receiving the Distinguished School Award. Albany High School Principal, Ted Barone commented on the school's sense of pride that accompanied the award. President Low thanked Albany High School Principal, Ted Barone and Albany High School Assistant Principals Tami Benau and Susan Charlip. The Board engaged in discussion and acknowledged the hard work that went into the process (to view the discussion, visit [www.ausd.org](http://www.ausd.org)).

The Board recessed at 7:55 p.m. to join AUSD staff and members of the community in a brief celebration and returned at 8:10 p.m.

There being no further business under this item, the Board moved to the next item on the agenda.

*H) FCMAT Special Services Study*

Fiscal Crisis Management Team's (FCMAT), Bill Gillaspie, addressed the Board regarding Albany Unified School District's Special Education Review Report, dated April 26, 2011, and directed the Board to the Executive Summary that outlines the findings (to view the full report, visit [www.ausd.org](http://www.ausd.org)).

Mr. Gillaspie provide the Board with a comprehensive verbal report complimenting the BOE, the Superintendent, the Assistant Superintendent, and Special Education Director for doing an excellent job at both providing services required by law and containing the service delivery costs. Mr. Gillaspie directed the Board to the report's Executive Summary that contains various suggestions including preparation of a matrix outlining findings, recommendations, proposed actions, and staff responsible for implementation. It was noted that recommendations require Board approval for implementation.

A lengthy discussion ensued (to view the complete report and discussion visit [www.ausd.org](http://www.ausd.org)). The Board thanked the Superintendent, the Assistant Superintendent and the Special Education Director, Diane Marie for excellent stewardship of AUSD resources.

There being no further business under this item, the Board moved to the next item on the agenda.

*I. Governor Jerry Brown's May Budget Revision Update*

Superintendent Stephenson addressed the Board regarding Governor Jerry Brown's May Budget Revision dated May 16, 2011 and noted that she and the Assistant Superintendent are scheduled to attend a budget workshop on May 19, 2011 and will provide the Board with additional information at a later date (to view a revised budget summary visit [www.ausd.org](http://www.ausd.org)).

Superintendent Stephenson informed the Board that preliminary figures, including proposed full funding of Proposition 98, indicate that AUSD is positioned to implement a no-cuts budget for FY2011-2012. However, the Superintendent cautioned that the preliminary figures are subject to change thus possibly resulting in a revised plan. It was noted that Superintendent Stephenson recommends proceeding in an optimistically cautiously manner, returning to table with bargaining units if preliminary figures change. A lengthy discussion ensued (to view the discussion visit [www.ausd.org](http://www.ausd.org)).

Dave Dehart, President of Albany Teacher's Association addressed the Board noting that the preliminary budget figures include increased State revenues and noted that the current State budgeting plan is contingent upon the passage of extensions on current California taxes.

The Board thanked the Superintendent and Assistant Superintendent for efforts to preserve quality education within the district. The Board also thanked AUSD staff for attending the "Day of Action Rally" to oppose budget cuts to education on Solano Avenue and at San Francisco's Civic Center.

There being no further business under this item, the Board moved to the next item on the agenda.

*(J) Approval of Consent Calendar*

1. **Personnel**

a) **Certificated Personnel Assignment Order**

1. Amendment
  - a. none
2. Leave
  - a. teacher
3. Extra Assignment
  - a. teacher
4. New Hire
  - a. substitute – long term
  - b. teacher – substitute
  - c. teacher – summer school
5. Separation of Service
  - a. teacher
6. Status Change – none

b) **Classified Personnel Assignment Order**

1. Amendment
  - a. none
2. Leave – none
3. Extra Assignment – none
4. New Hire
  - a. coach
  - b. intern
  - c. para-educator, summer school
5. Separation of Service
  - a. para-educator
6. Status Change – none

c) **Uncompensated Service Assignment Order**

1. Volunteer
  - a. classroom
  - b. driver

2. **Curriculum and Instruction**

3. **Business and Operations**

- a) Approve Donations over \$50.00 from 2/26/11 to 5/9/11

4. **Student Services**

Vice President Black requested clarification on the extra assignments listed under 1) Personnel. It was noted that the extra assignments consisted of stipends for teachers to attend the 4<sup>th</sup> grade overnight field trip to Pt. Bonita and the 6<sup>th</sup> grade overnight field trip to Camp Arroyo.

*President Low requested a motion to Approve: (J) Consent Calendar.*

*Motion by Member Rosenbaum, seconded by Member Knight to Approve: (J) Consent Calendar.*

*The Board was polled and passed unanimously. Members: President Low, Vice President Black, Member Knight, Member Maris, Member Rosenbaum voting AYE.*

There being no further business under this item, the Board moved to the next item on the agenda.

#### V. STUDENT BOARD MEMBERS

##### *A) Student Board Member Role*

The Board entered into a brief discussion noting that a place is once again available for the student Board members at the dais for full inclusion into Board meetings and asked the student leadership representative to inform the BOE student members.

There being no further business under this item, the Board moved to the next item on the agenda.

##### *B) Student Board Member Report*

A leadership representative provided the Board with a detailed report of activities that included; 1) Raising \$200 at a successful and entertaining talent show; 2) The conclusion of Advanced Placement Testing with numerous high scores of 4 & 5; 3) Jr. Prom on the Hornblower Cruiseline; 4) An art show; 5) A dance show; 6) A piano recital; 7) A visit with Albany High School's leadership class and Albany Unified School District Board of Education Vice President Black and Member Maris to discuss important issues such as anticipated budget cuts, maintaining a 7 period day, a cap on homework, and a student led initiative to limit the number of Advanced Placement classes allowed per student; and 8) The unfortunate set of circumstances surrounding the Science Bowl placing 17<sup>th</sup> in a recent competition (to view a full report visit [www.ausd.org](http://www.ausd.org)).

There being no further business under this item, the Board moved to the next item on the agenda.

#### VI. STAFF REPORTS

##### *A) Elementary School Mental Health Program Report 2010-2011*

Joanne Wile, AUSD Mental Health Program Director provided a visual/verbal presentation to the Board on the Mental Health Program that she was hired to build up using her connections in the East Bay. Ms. Wile informed the Board that counseling and group services, previously discontinued due to budget cuts, at Marin Elementary School and Cornell Elementary School have been restored and that services to Ocean View Elementary School continue to be provided by the University of California at Berkeley. Ms. Wile also informed the Board that she is currently pursuing grant funding to provide free consultation to the preschool program and provided the Board a list of program recommendations (to view the discussion visit [www.ausd.org](http://www.ausd.org)).

The Board and the superintendent thanked Ms. Wile for her dedication and countless hours of service to the community, and President Low asked for a list of volunteer staff so that thank you notes can be sent.

There being no further business under this item, the Board moved to the next item on the agenda.

##### *B) Albany Unified School District Librarian Report*

Albany Unified School District Librarians; Mare Staton, Cornell Elementary School Librarian; Sara Oremland, Albany High School Librarian; Linda Perez, Ocean View Elementary School Librarian; and Judith Carey, Marin Elementary School Librarian provided a multi-media/verbal presentation to the Board that was prepared in a collaborate effort on GoogleDocs from multiple locations and included a GLOG (to view a printed version of the multi-media presentation visit [www.ausd.org](http://www.ausd.org)).

~~P10~~ The Board and Superintendent complimented the librarians on the highly technological aspects of the presentation and noted that it is a good example of the multi-media services provided by Albany Unified School District Librarians.

Jim Brandley, Cornell Elementary School 5<sup>th</sup> grade teacher informed the Board that the AUSD PTA Council pledged \$40K toward maintaining librarian positions at all AUSD schools in response to anticipated budget cuts.

There being no further business under this item, the Board moved to the next item on the agenda.

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.*

A) Albany Unified School District Adult School student, Thelma Rubin, addressed the Board regarding the current increase in fees. Ms. Rubin explained that she had many questions for the Board. The Board assured Ms. Rubin that appropriate staff will be tasked with follow-up on this item (to view the discussion visit [www.ausd.org](http://www.ausd.org)).

B) Jim Brandley, Cornell Elementary School 5<sup>th</sup> grade teacher and Holly White addressed the Board regarding a possible increase in Kindergarten class time and expressed dissatisfaction with the concept.

There being no further business under this item, the Board moved to the next item on the agenda.

VIII. REVIEW AND ACTION ITEMS

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

A) *Public Hearing to Sunshine Contract Proposals from ATA, CSEA, and SEIU Local 1021 for AUSD*  
President Low opened the Public Hearing to Sunshine contract proposals from ATA, CSEA, and SEIU Local 1021 for AUSD and called for comments or questions from the Board or the public. Upon hearing no comments or questions from the Board or the public, President Low closed Public Hearing.

There being no further business under this item, the Board moved to the next item on the agenda.

B) *Public Hearing to Sunshine Contract Proposals from AUSD for ATA, CSEA, and SEIU Local 1021*  
President Low opened the Public Hearing to Sunshine contract proposals from AUSD for ATA, CSEA, and SEIU Local 1021 and called for comments or questions from the Board or the public. Upon hearing no comments or questions from the Board or the public, President Low closed the Public Hearing.

There being no further business under this item, the Board moved to the next item on the agenda.

C) *California Interscholastic Federation 2011-2012 Designation of CIF Representatives to League*

Superintendent Stephenson addressed the Board regarding the subject of appointing representatives to the California Interscholastic Federation 2011-2012 and reminded the Board that Designation of CIF Representatives to League is done annually. The Board was informed that Albany High School Principal, Ted Barone and Albany High School Athletic Director, Andrew Strawbridge are recommended for FY2011-2012.

*President Low requested a motion to Approve: C) California Interscholastic Federation 2011-2012 Designation of CIF Representatives to League.*

*Motion by Member Rosenbaum, seconded by Member Knight to Approve: C) California Interscholastic Federation 2011-2012 Designation of CIF Representatives to League.*

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*The Board was polled and passed unanimously. Members: President Low, Vice President Black, Member Knight, Member Maris, Member Rosenbaum voting AYE.*

There being no further business under this item, the Board moved to the next item on the agenda.

*D) Special Board Meeting Scheduled For June 1, 2011*

President Low recommended removing the special Board meeting scheduled for June 1, 2011 from the agenda in light of the recent budget information.

*President Low requested a motion to Remove: D) Special Board Meeting Scheduled For June 1, 2011.*

*Motion by Member Rosenbaum, seconded by Vice President Paul Black to Remove: D) Special Board Meeting Scheduled for June 1, 2011.*

*The Board was polled and passed unanimously. Members: President Low, Vice President Black, Member Knight, Member Maris, Member Rosenbaum voting AYE.*

There being no further business under this item, the Board moved to the next item on the agenda.

## **IX. REVIEW AND DISCUSSION ITEMS**

There being no business under this item, the Board moved to the next item on the agenda.

## **X. BOARD AND SUPERINTENDENT COMMENTS**

*A) Superintendent Stephenson*

Superintendent Stephenson addressed the Board regarding the 2X2X2 meeting that consists of representatives from the University of California at Berkeley, the City of Albany, and AUSD to discuss items of mutual concern and reported that President Low and Vice President Black will attend the next meeting. A request for agenda items was put forth, a discussion ensued, and resulted in the following: 1) Coordination of time and locations of City of Albany and AUSD evening meetings (to view the discussion visit [www.ausd.org](http://www.ausd.org)).

*C) Member Maris*

Member Maris addressed the Board and reported on a an art show and concert later this week noting that culinary arts is missing from the art show (to view a full report visit [www.ausd.org](http://www.ausd.org)).

There being no further business under this item, the Board moved to the next item on the agenda.

## **XI. FUTURE AGENDA ITEMS**

The Board reviewed the following schedule of future agenda items through the end of FY2010-2011.

Strategic Plan Review	June
Budget Adoption	June
K-5 Instructional Minutes	June
Robin Davis – Resolution	June
Board Policy on Head Lice	August
Williams Complaints Quarterly Report	August
Single School Plans	September
Board Policy on Gifts, Grants and Bequests	October

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There being no further business under this item, the Board moved to the next item on the agenda.

**XII. FUTURE BOARD MEETINGS**

The Board reviewed the following schedule of future meetings through the end of FY2010-2011.

*Thursday, June 9, 2011, 7:30 p.m., Regular Meeting*  
Albany City Hall, 1000 San Pablo Avenue, Albany

*Tuesday, June 21, 2011, 7:30 p.m., Regular Meeting*  
Albany City Hall, 1000 San Pablo Avenue, Albany

There being no further business, the Board adjourned.

**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.*



# Consent Items: Pending Approval

BOE Meeting 6/9/2011

## Class Certificated

### Category: Amendment

Position	Name	Reason	Site	FTE/Amt	Effec Date	End Date	Action	Funding
Teacher	Desgrosseller, Debra		CO					
Teacher	Dornisch, Sara		CO					
Teacher	Feuerstraeter, Christin		CO					
Teacher	Winnacker, Corrie		MA					

### Category: Extra Assignment

Position	Name	Reason	Site	FTE/Amt	Effec Date	End Date	Action	Funding
Teacher	Allen, Julie		MA		10/11 SY		Approve	GF
Teacher	Banales, Bridgett		OV		10/11 SY		Approve	GF
Teacher	Bishop, Linda		MA		10/11 SY		Approve	GF
Teacher	Daniel, Casey		MA		10/11 SY		Approve	GF
Teacher	DeWitt, Jean		MA		10/11 SY		Approve	GF

Thursday, June 02, 2011

Teacher	Goldberg, Margaret		OV		10/11 SY	Approve	GF
Teacher	Hwang, Kim		OV		10/11 SY	Approve	GF

**Category: Leave**

Position	Name	Reason	Site	FTE/Amt	Effec Date	End Date	Action	Funding
Teacher	Mishork, Lauren		MA		9/20/11	12/19/11	Approve	

**Category: New Hire**

Position	Name	Reason	Site	FTE/Amt	Effec Date	End Date	Action	Funding
Home/Hospital Instructor	Aviccoli, Jason		DW		5/6/11	6/2/11	Approve	GF

**Category: Separation of Service**

Position	Name	Reason	Site	FTE/Amt	Effec Date	End Date	Action	Funding
Teacher	Wanlin, Phillip		AHS		6/10/11		Approve	

**Class Classified**

**Category: New Hire**

Position	Name	Reason	Site	FTE/Amt	Effec Date	End Date	Action	Funding
Café Asst. II	Bailey, Clarence		CK		6/10/11		Approve	CK
Sign Language Interpreter	Howton-Cave, Joan		DW		8/23/11		Approve	Sp Ed

**BOE Meeting** 6/9/2011

Yard Aide	Fukumae, Judy		OV		5/16/11	6/10/11	Approve	GF
Yard Aide	Newell, Susan		CO		5/25/11		Approve	GF

**Category: Separation of Service**

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Café Asset I	Wijesundara, Wamage		CK		6/10/11		Approve	
Yard Aide	Orozco, Maya		CO		5/9/11		Approve	

**Class Student Worker**

**Category: Student Worker**

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
		See Attached						

**Class Uncompensated Service**

**Category: Intern**

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Mental Health	Allen, Delhia		DW		8/22/11	6/8/12	Approve	
Mental Health	Bandera-Hess, Melanie		DW		8/22/11	6/8/12	Approve	
Mental Health	Gemes, Shara		DW		8/22/11	6/8/12	Approve	

**BOE Meeting**

**6/9/2011**

Mental Health	Moore, Crystal	DW	8/22/11	6/8/12	Approve	
Mental Health	Nehan, Prema	DW	8/22/11	6/8/12	Approve	
School Psychology	Freifeld, Margaret	DW	7/1/11		Approve	
School Psychology	Minighini, Sibyl	DW	7/1/11		Approve	

**Category: Volunteer**

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Classroom	Ahmad, Shubina		OV		5/18/11		Approve	
Classroom	DeHart, Karen		AMS		5/18/11		Approve	
Classroom	Druzsi, Laura		MA		5/18/11		Approve	
Classroom	Duron, Patrick		MA		5/18/11		Approve	
Classroom	Epple, Clara		MA		6/10/11		Approve	
Classroom	Marlette, John		MA		5/18/11		Approve	
Classroom	Megibben, Stephanie		MA		5/18/11		Approve	
Classroom	Nichol, Monisha		MA		5/18/11		Approve	
Classroom	O'Brien, Michael		MA		5/18/11		Approve	

*Thursday, June 02, 2011*

*BOE Meeting*

6/9/2011

Classroom	Panther, Laurie	MA	5/18/11	Approve
Classroom	Richey, Robin	MA	6/10/11	Approve
Classroom	Sullivan, Laura Lee	MA	5/18/11	Approve
Classroom	Weston, Michael	MA	5/18/11	Approve
Classroom	Williams, Joan	OV/A	5/18/11	Approve
Driver	Acuna, Brigid	MA	5/18/11	Approve
Driver	Albee-Good, Joe	MA	5/18/11	Approve
Driver	Bartling, Holly	MA	6/10/11	Approve
Driver	Bliss, Kathleen	MA	5/18/11	Approve
Driver	Bonnel, John	AMS	5/18/11	Approve
Driver	Brice, Natalie	MA	6/10/11	Approve
Driver	Collins, Anna	MA	5/18/11	Approve
Driver	Eisenmann, David	MA	5/18/11	Approve
Driver	Fischer, Kristin	MA	5/18/11	Approve
Driver	Flaherty-Lee, Mary	MA	5/18/11	Approve

*BOE Meeting*

6/9/2011

Driver	Focht, Duane	AMS	5/18/11	Approve
Driver	Forbes, Christopher	MA	5/18/11	Approve
Driver	Gladkevich, Yulia	MA	6/10/11	Approve
Driver	Gutierrez, Monica	MA	5/18/11	Approve
Driver	Halpern, Jodi	MA	5/18/11	Approve
Driver	Hawkes, Alia	MA	5/18/11	Approve
Driver	Hawkes, Tom	MA	5/18/11	Approve
Driver	Howell, Richele	MA	5/18/11	Approve
Driver	Jones, Jenny	MA	5/18/11	Approve
Driver	Kawamoto, Jon	AMS	6/10/11	Approve
Driver	Lee, Cheryl	MA	5/18/11	Approve
Driver	Lee, Christina	MA	5/18/11	Approve
Driver	Lee, Hyunka	MA	6/10/11	Approve
Driver	Man Chi, Tam	MA	5/18/11	Approve
Driver	Mandell, Lynn	MA	6/10/11	Approve

**BOE Meeting 6/9/2011**

Driver	Marten, Bryan	MA	5/18/11	Approve
Driver	McMahon, Robin	MA	5/18/11	Approve
Driver	Mosqueda, Chotilda	AMS	5/18/11	Approve
Driver	Newbery, Kris	MA	5/18/11	Approve
Driver	Newton, Christine	MA	6/10/11	Approve
Driver	Ornelo, Sarah	MA	6/10/11	Approve
Driver	O'Regan, Patricia	AHS/	5/18/11	Approve
Driver	Piroth, Kirsten	MA	5/18/11	Approve
Driver	Poolo, Gwen	MA	5/18/11	Approve
Driver	Reis, Genevieve	MA	6/10/11	Approve
Driver	Shah, Ashveen	MA	5/18/11	Approve
Driver	Shelby, Elaine	MA	5/18/11	Approve
Driver	Sim, Soo	MA	5/18/11	Approve
Driver	Solomon, Lise	AMS	6/10/11	Approve
Driver	Sully, Lisa	MA	6/10/11	Approve

*BOE Meeting*

6/9/2011

Driver	Tan, Yan Qing	MA	6/10/11	Approve
Driver	Tangherlini, Mariam	MA	6/10/11	Approve
Driver	Thomas, Beth	MA	5/18/11	Approve
Driver	Tyler, Beth	MA	5/18/11	Approve
Driver	Van Zantwyk, Lisa	MA	6/10/11	Approve
Driver	Vodnoy, Kelly	MA	5/18/11	Approve
Driver	Washington, Rommel	AMS	5/18/11	Approve
Driver	Whitaker, William	MA	5/18/11	Approve
Driver	White, Holly	MA	5/18/11	Approve
Driver	White, Katherine	MA	5/18/11	Approve
Driver	Wolf, Ken	MA	6/10/11	Approve
Driver	Yoshida, Saille	MA	5/18/11	Approve
Driver	Yoshiwara, Sue	MA	5/18/11	Approve

*Thursday, June 02, 2011*



ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP

Regular Meeting of June 9, 2011

ITEM: APPROVE DIRECTOR III: STUDENT SERVICE JOB  
DESCRIPTION

PREPARED BY: Cynthia Attiyeh, Human Resources Administrator

TYPE OF ITEM: CONSENT

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**BACKGROUND INFORMATION:**

As District needs change, positions and related responsibilities for the positions must be updated.

Under the direction of the Superintendent, plan, organize, and direct the functions of Student Services while implementing and supporting the District goals and objectives according to the strategic plan. Develop, implement and coordinate the District's education programs in accordance with state education code requirements, Federal requirements and Board policies

---

**FINANCIAL INFORMATION:**

Funding Source: General Fund

**RECOMMENDATION:** Approve the Director III: Student Services Job Description

**ALBANY UNIFIED SCHOOL DISTRICT JOB DESCRIPTION**  
**DIRECTOR III: STUDENT SERVICES**

**POSITION DESCRIPTION:** Under the direction of the Superintendent, plan, organize, and direct the functions of Student Services while implementing and supporting the District goals and objectives according to the strategic plan. Develop, implement and coordinate the District's education programs in accordance with state education code requirements, Federal requirements and Board policies

**REPRESENTATIVE DUTIES:** E = Essential Duties The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position.

**EDUCATIONAL SERVICES**

1. Evaluate existing curriculum, recommend initiation or modification of instructional programs, and develop long range plans for curriculum enhancement. E
2. Supervise system-wide K-12 curriculum including articulation with surrounding school districts E
3. Establish procedures and design programs specifically for curriculum development and related instructional support services E
4. Provide leadership in creating opportunities to promote academic improvement of students E
5. Provide general leadership to the instructional delivery systems at all grade levels and departments E
6. Review, monitor, coordinate and direct staff development and professional growth activities in conjunction with Human Resources Administrator E
7. Implement the assessment programs of required Federal, State, and District programs E
8. Direct district-wide testing and assessment programs
9. Develop and prepare annual budget for Student Services; analyzes and reviews budgetary and financial data; monitors and authorizes expenditures in accordance with established guidelines E
10. Supervise and evaluate the performance of assigned staff E
11. Conduct and attend meetings, resolve ad-hoc problems, provide directives and guidance for staff, District personnel, and the public E
12. Direct preparation and maintenance of a variety of narrative and statistical reports, records and files E
13. Communicate with other administrators, District personnel and members of the public to coordinate activities, resolve issues, and exchange information E
14. Inform media, community, and staff on District policy, achievements, and events E
15. Advise Superintendent on all educational, curriculum, and instructional matters E
16. Serve as a member of the Superintendent's Executive Cabinet and as a representative of the Superintendent as necessary E
17. Perform other duties as assigned by the Superintendent E
18. Review, monitor and direct staff development activities in conjunction with the Human Resources Administrator E
19. Review, monitor and direct categorical programs including State and Federal funded programs E

**ALBANY UNIFIED SCHOOL DISTRICT JOB DESCRIPTION**  
**DIRECTOR III: STUDENT SERVICES**

P23

20. Develop, implement and coordinate the District's education programs in accordance with state education code requirements, Federal requirements and Board policies E
21. Attend Board meetings and advise as to requirements and responsibilities of the District E
22. Coordinate the development of all curriculum guides, resource documents, grade level standards, and all other curriculum materials E

**CATEGORICAL PROGRAMS:**

1. Supervise and evaluate all categorical funded programs E
2. Supervise the preparation of applications, reports, and documents for submission to the Local, State and Federal Agencies
3. Supervise preparation of Coordinated Compliance Reviews/WASC

**STAFF DEVELOPMENT:**

1. Supervise the planning, organization, coordination and/or conduct training and in-service programs for District certificated and/or classified staff E
2. Conduct annual staff development needs assessment E
3. Keep staff up to date on instructional and curriculum trends E
4. Supervise, develop and prepare new teacher assistance programs in conjunction with Human Resources E
5. Contract and coordinate the services of staff development consultants and trainers E
6. Implement quality, long range, and comprehensive staff development programs to support the curriculum and instructional strategies E

**KNOWLEDGE OF:**

1. Current curriculum and instructional practices
2. School site management and practices, supervision, development, and training
3. Educational programs, curriculum and instruction and learning of students K-12
4. Trends affecting curriculum areas and instructional practices
5. Budget preparation and control
6. Oral and written communication skills
7. Principles and practices of management
8. Applicable laws, codes, regulations, policies and procedures
9. District organization, operations, policies and objectives
10. Modern office management and procedures.

**ABILITY TO:**

1. Plan, organize, control and direct the functions of Educational Services, Staff Development and Special Programs
2. Coordinate and work with professional staff, parents, and community groups
3. Assess District effectiveness in instructional programs
4. Coordinate the assessment of the instructional needs of District students
5. Develop, interpret and monitor division and program budgets and evaluate and compare costs associated with the delivery of instruction
6. Establish and maintain effective working relationships with the staff and the public

**ALBANY UNIFIED SCHOOL DISTRICT JOB DESCRIPTION**  
**DIRECTOR III: STUDENT SERVICES**

7. Communicate effectively both orally and in writing
8. Interpret, apply and explain rules, regulations, policies and procedures
9. Implement management strategies based on evaluation data
10. Exercise judgment and discretion in interpreting and applying policies and procedures
11. Coordinate the completion of a number of tasks simultaneously in order to meet internal and external deadlines
12. Analyze situations accurately and adopt an effective course of action
13. Meet schedules and time lines
14. Work independently with little direction
15. Plan and organize work
16. Prepare comprehensive narrative and statistical reports
17. Supervise and evaluate the performance of assigned staff
18. Operate and use District business systems and equipment

**PHYSICAL DEMANDS:**

1. General office environment
2. Light physical effort
3. Normally located in a work environment with light physical qualifications and requirements
4. Ability to lift 25 lbs. or carry an object weighing up to 15 lbs.

**QUALIFICATIONS/REQUIREMENTS:**

1. Must possess and maintain a valid California Administrative Credential
2. Must have five (5) years of successful teaching experience
3. Master's degree in education or public administration or related field from an accredited university or college
4. Current, valid driver's license
5. Any combination equivalent to five years increasingly responsible educational management experience

ALBANY UNIFIED SCHOOL DISTRICT JOB DESCRIPTION  
DIRECTOR III: STUDENT SERVICES

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Salary Range:

A:	\$130,413.00
B:	\$133,673.00
C:	\$137,015.00
D:	\$143,952.00
E:	\$147,550.00

ALBANY UNIFIED SCHOOL DISTRICT JOB DESCRIPTION  
DIRECTOR III: STUDENT SERVICES

Salary Range:

A:	\$130,413.00
B:	\$133,673.00
C:	\$137,015.00
D:	\$143,952.00
E:	\$147,550.00

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

Regular Meeting of June 9, 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: CONSENT**

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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**

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**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.**

# Albany High School

SARC  
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES 9-12

603 Key Route Blvd. Albany, CA 94706  
Phone: (510) 558-2500 Fax: (510) 559-6584  
Website: [www.ausdk12.org](http://www.ausdk12.org)

Marla Stephenson  
Superintendent  
Ted Barone  
Principal

## Principal's Message

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

## School Safety

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.

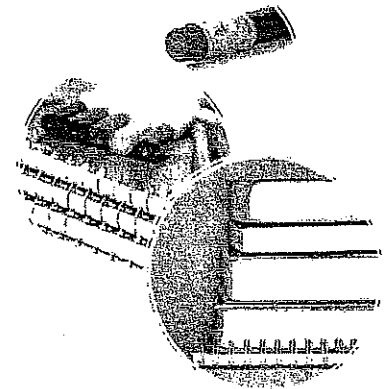
Valuables and equipment are inventoried properly, engraved for identification and stored securely. Parents and volunteers are recruited and trained as monitors for student activities. The community uses the school during off hours. The school and community collaborate on crime prevention efforts. The 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.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2011.

## Professional Development

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.



## Albany Unified School District

1501 Monroe St.  
Albany, CA 94706  
Phone: (510) 558-3750  
Fax: (510) 559-6560  
[www.ausdk12.org](http://www.ausdk12.org)

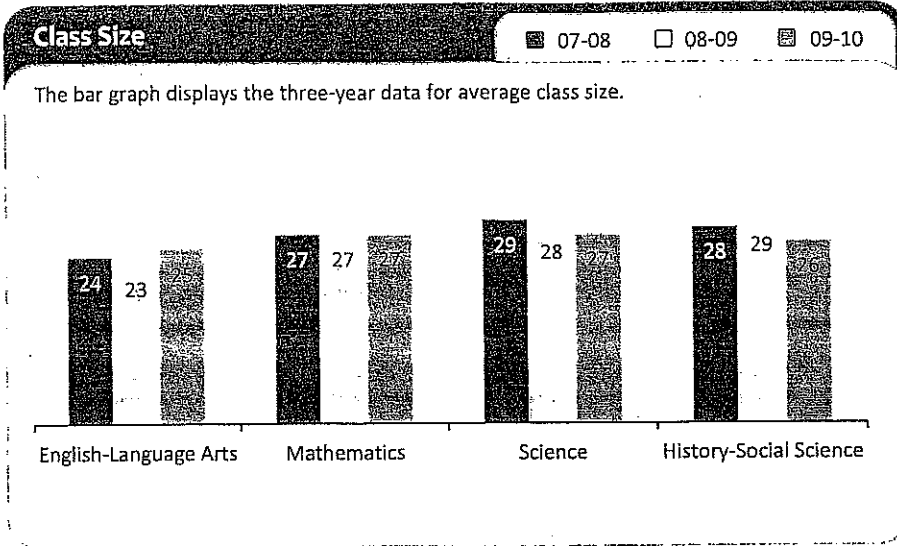


## District Mission Statement

The mission of AUSD is to provide excellence in public education that empowers all to achieve their fullest potential as productive citizens.

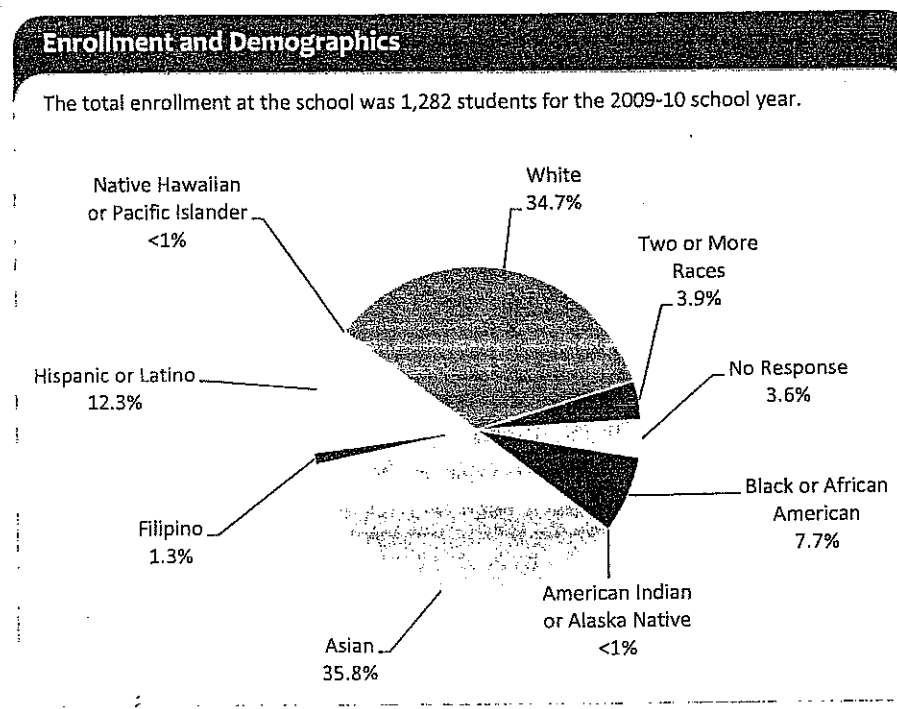
AUSD is committed to creating comprehensive learning opportunities in a safe, supportive and collaborative environment, addressing the individual needs of each student.





### Class Size Distribution — Number of Classrooms By Size

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	23	28	2	29	30		10	38	1
Mathematics	7	28	7	10	29	8	8	24	7
Science	3	31	2	2	31	5	2	29	2
History-Social Science	4	43	2	3	26	9	5	42	2



### Parental Involvement

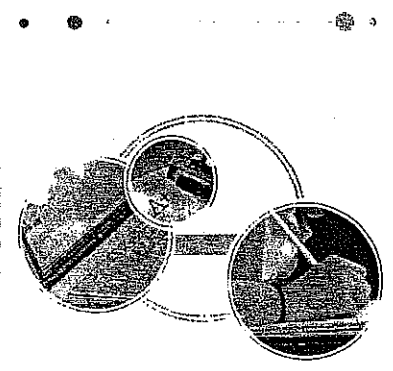
Albany High School parents have the opportunity to sit on a variety of leadership and support committees. The Albany High School Parent, Teacher, Student Association (PTSA) is the largest support organization. PTSA meetings focus on program issues and student needs. The PTSA has "Mini-Grant" program 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 recommends ways to spend the school site funds. Recommendations for these funds are based on programmatic needs based on the WASC Action Plan, student achievement data, and on the annual Needs Assessment Survey given to all staff, parents and students 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 programs and its budget. Athletic Boosters provides support for athletic programs through fundraising activities.

For more information on how to become involved at the school, contact Tom Barone, Principal, at (510) 558-2500



**Textbooks and 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.

Albany High School offers English courses in grades 9 through 12; in the 12th grade students have the opportunity to take English electives which included Film as Literature, Advanced Composition and Non-Fiction, Poetry, World Literature and Mythology. Beginning in the 2008-2009 school year, all seniors take one semester of Senior Composition. We offer honors English, AP English, four 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.

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 science department offers Biology, AP Biology, Chemistry, AP Chemistry, Earth-Space Science, Physics, AP Physics, Anatomy/Physiology, AP Environmental Science and ROP Sports Medicine.

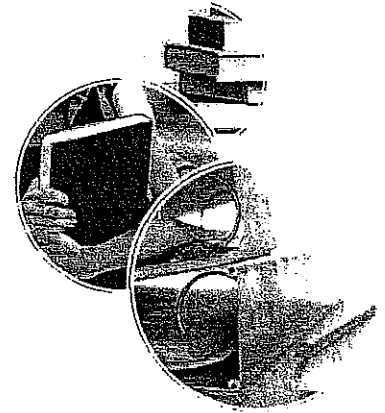
The social science department offers US Government, Economics, World History, World Problems, Psychology, AP Art History, and AP Comparative Government/World Religions.

The foreign language department offers Spanish I thorough IV, AP Spanish, French I through IV, AP French, Spanish for Native Speakers, and Mandarin I, II, and III.

All incoming freshmen are required to take the Identity, Health and Society course.

The VAPA department offers courses in instrumental music, choir, basic art, advanced art, ceramics, culinary arts and dance.

All departments use a variety of resources, textbooks and supplemental materials to support the curriculum and we have classroom labs for all science courses.



**Availability of Textbooks and Instructional Materials**

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

Albany HS	
Subject	Percent lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Core Novels	various years
Mathematics	McDougal-Littell Algebra I, Geometry, and Algebra II	2008
Science	Prentice Hall - Biology	2007
History-Social Science	Glencoe McGraw Hill World and US History NFC - Economics	2006

Note: This data was most recently collected and verified in September 2010.

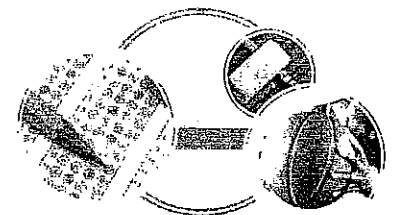
**California Physical Fitness Test**

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

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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

California Physical Fitness Test	
Percentage of Students Meeting Fitness Standards	Grade 9
Four of Six Standards	15.5%
Five of Six Standards	32.8%
Six of Six Standards	38.7%



### School Facility Items Inspected

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

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

### School Facility Good Repair Status

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

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			2/24/11
Date of the Most Recent Completion of the Inspection Form			2/24/11

### Deficiencies and Repairs

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

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Systems	Corrected a leaking sewer system; Spring 2010

### School Facilities

Albany High School opened a new main building in 2001. The main building houses most academic classrooms, computer labs and a new gymnasium. The art building houses a multipurpose room, a small theatre and art and music classrooms.

During the summer of 2009 the swimming pool was demolished to make way for a new aquatic complex. The aquatic facility construction began in the fall of 2010 and is expected to be completed in September 2011.

District and site custodial and maintenance personnel maintain a clean and functional facility.

The safety of students of students and staff is a primary concern at Albany High School. The School Safety Plan is updated annually. The key element of the school site safety plan encompasses student safety and evacuation procedures.

*Continued on sidebar*

### School Facilities

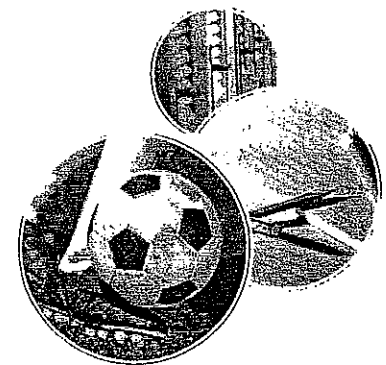
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Fire, earthquake, and lock-down drills are conducted on a regular basis. Any visitors to the campus are required to check in at the school's office and wear an appropriate identifying badge while visiting the school site.

District maintenance staff ensures that work orders are completed in a timely manner. A work order process is in place and is used to ensure efficient service to each school site and give highest priority to emergency repairs.

The site administration works with the custodial staff members to ensure that the cleaning of the school is done appropriately and the site is clean and safe for students, staff, and visitors.

*"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."*



### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Albany HS			Albany USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	67%	69%	70%	71%	74%	75%	46%	50%	52%
Mathematics	59%	63%	64%	70%	73%	75%	43%	46%	48%
Science	60%	69%	66%	70%	72%	74%	46%	50%	54%
History-Social Science	48%	59%	61%	51%	58%	60%	36%	41%	44%

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

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	75%	75%	74%	60%
All Students 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 or 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	❖	❖	❖	❖

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

### Standardized Testing and Reporting Program

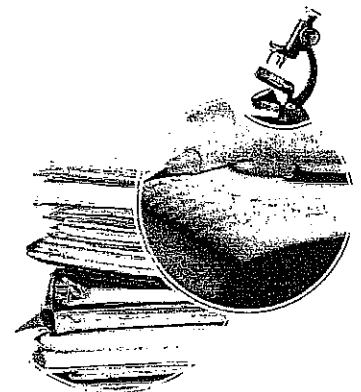
The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

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

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

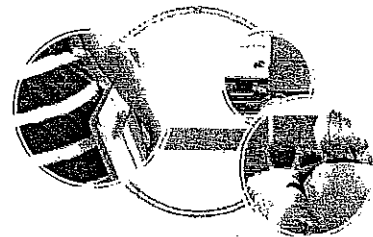
For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



### Academic Performance Index

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).



### API Ranks

	2007	2008	2009	2010
Statewide API Rank	10	9	9	9
Similar Schools API Rank	7	5	1	5

### API Ranks

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

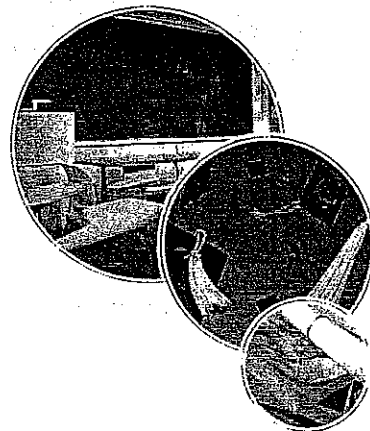
### API Growth by Student Group

Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-12	-14	42
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	-15	-10	50
Filipino	■	■	■
Hispanic or Latino	-36	-18	83
Native Hawaiian or Pacific Islander	■	■	■
White	-1	-4	18
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	■	■	119
Students with Disabilities	■	■	■

### API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.

■ Data are reported only for numerically significant groups.



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Albany HS	Albany USD	California
All Students	848	878	767
Black or African American	■	744	686
American Indian or Alaska Native	■	■	728
Asian	885	912	890
Filipino	■	■	851
Hispanic or Latino	747	795	715
Native Hawaiian or Pacific Islander	■	■	753
White	889	898	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	799	712
English Learners	754	836	692
Students with Disabilities	■	663	580

■ Data are reported only for numerically significant groups.

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

Federal Intervention Program

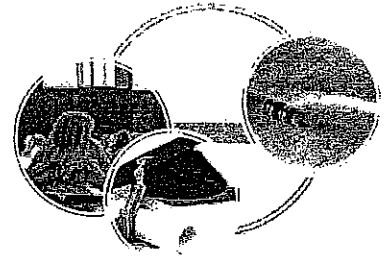
Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Albany HS	Albany USD
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

» This table displays, by student group, the 2010 Growth API at the school, district, and state level.



**Adequate Yearly Progress**

Adequate Yearly Progress Criteria				
	Albany HS		Albany USD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	Yes		No	

**Public Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

**Academic Counselors and School Support Staff**

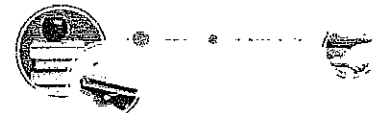
Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	3.8
Ratio of Students Per Academic Counselor	337:1
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.6
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	0.0
Other	4.0

**Adequate Yearly Progress**

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

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

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



**Academic Counselors and School Support Staff**

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



### Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. For more information, visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).

Completion of High School Graduation Requirements			
Group	Graduating Class of 2010		
	Albany HS	Albany USD	California
All Students	96.8%	95.0%	94.5%
Socioeconomically Disadvantaged	❖	❖	91.3%
English Learners	91.4%	❖	98.5%
Students with Disabilities	87.0%	❖	53.4%
Black or African American	99.6%	❖	89.7%
American Indian or Alaska Native	❖	❖	95.3%
Asian	92.4%	❖	97.4%
Filipino	❖	❖	98.2%
Hispanic or Latino	84.3%	❖	91.6%
Native Hawaiian or Pacific Islander	❖	❖	95.2%
White	94.7%	❖	98.1%
Two or More Races	❖	❖	❖

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

❖ Data not available from the state at this time.

### Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

Graduate and Dropout Rates									
	Albany HS			Albany USD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Graduation Rate	95.62%	92.11%	87.73%	94.48%	91.18%	85.95%	80.61%	80.21%	78.59%
1-year Dropout Rate	1.63%	0.47%	2.5%	2.13%	0.68%	3.65%	5.46%	4.88%	5.69%

### Career Technical Education Programs

Albany High School does not offer a formal Career Technical Education (CTE) Sequence but 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

The primary contact for information about the ROP program is Principal Ted Barone.



### Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
2009-10 Participation	
Number of Pupils Participating in CTE	420
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	0%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0%



## California High School Exit Exam Results

	Percentage of Students Scoring At Proficient or Advanced Levels					
	English Language Arts			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
Albany HS	90%	93%	94%	93%	94%	96%
Albany USD	89%	92%	94%	92%	93%	95%
California	52.9%	52.0%	54%	51.3%	53.3%	53.4%

## CAHSEE Results by Student Group: English-Language Arts

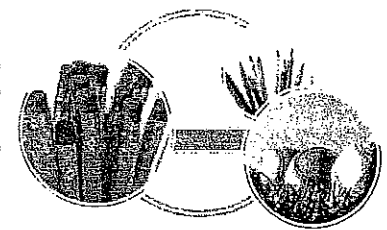
This table displays the percentage of students, by group, achieving at each performance level in English-language arts for the most recent testing period.

Group	Percentage of Students Achieving at Each Performance Level	
	English Language Arts	
	Not Proficient	Proficient/Advanced
All Students in the District	6%	94%
All Students at the School	6%	94%
Male	8%	92%
Female	4%	96%
Black or African American	14%	86%
American Indian or Alaska Native	❖	❖
Asian	4%	96%
Filipino	❖	❖
Hispanic or Latino	13%	87%
Native Hawaiian or Pacific Islander	❖	❖
White	2%	98%
Two or More Races	❖	❖
Socioeconomically Disadvantaged	15%	85%
English Learners	22%	78%
Students with Disabilities	12%	88%
Students Receiving Migrant Education Services	❖	❖

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

## California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.



## Suspensions and Expulsions

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

Suspension Rate			
Albany HS			
07-08	08-09	09-10	
0.035	0.148	0.073	
Albany USD			
07-08	08-09	09-10	
0.046	0.098	0.060	
Expulsion Rate			
Albany HS			
07-08	08-09	09-10	
0.000	0.000	0.002	
Albany USD			
07-08	08-09	09-10	
0.000	0.000	0.001	

**CAHSEE Results by Student Group: Mathematics**

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

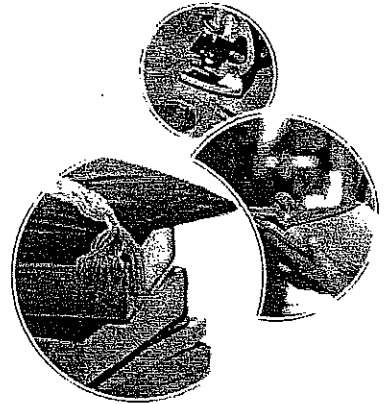
Percentage of Students Achieving at Each Performance Level		
Group	Mathematics	
	Not Proficient	Proficient/Advanced
All Students in the District	5%	95%
All Students at the School	4%	96%
Male	5%	95%
Female	4%	96%
Black or African American	14%	86%
American Indian or Alaska Native	❖	❖
Asian	2%	98%
Filipino	❖	❖
Hispanic or Latino	11%	89%
Native Hawaiian or Pacific Islander	❖	❖
White	2%	98%
Two or More Races	❖	❖
Socioeconomically Disadvantaged	11%	89%
English Learners	6%	94%
Students with Disabilities	23%	77%
Students Receiving Migrant Education Services	❖	❖

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

**Courses Required for UC/CSU Admission**

**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 more information on general admissions requirements, please visit the University of California Web site at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

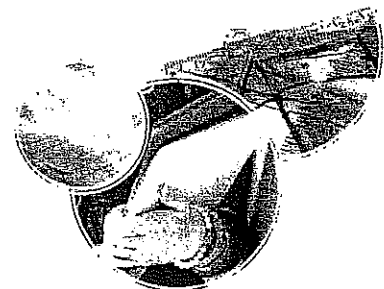
**California State University:** Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular 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 site at [www.calstate.edu/admission](http://www.calstate.edu/admission).



**Course Enrollment for UC/CSU Admission**

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Admission Data	
2008-09 Admission	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	71.7%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	67.0%



**Teacher Qualifications**

Teacher Credential Information				
Teachers	Albany USD		Albany HS	
	09-10	07-08	08-09	09-10
With Full Credential	184	58	61	62
Without Full Credential	2	7	5	0
Teaching Outside Subject Area of Competence		0	0	0

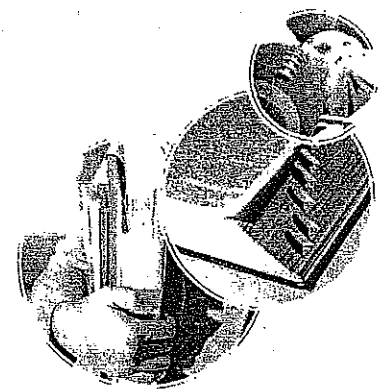
**Teacher Qualifications**

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

**Teacher Misassignments and Vacant Teacher Positions**

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

Teacher Misassignments and Vacant Teacher Positions			
	Albany HS		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	5	5	3
Total Teacher Misassignments	5	5	3
Vacant Teacher Positions	0	0	0



**No Child Left Behind Compliant Teachers**

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Albany HS	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	◇	◇
Low-Poverty Schools in District	98.6%	1.4%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◇ Not applicable.

**Advanced Placement Courses**

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2009-10 school year, 22.4% of the school's students were enrolled in a total of 11 AP courses offered.

Advanced Placement Courses	
Computer Science	1
English	1
Fine and Performing Arts	1
Foreign Language	2
Mathematics	2
Science	3
Social Science	1

### District Financial Data

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

District Salary Data		
Category	Albany USD	Similar Sized Districts
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 School)	\$116,316	\$94,605
Average Principal Salary (Middle School)	\$125,566	\$98,480
Average Principal Salary (High School)	\$134,164	\$106,266
Superintendent Salary	\$205,692	\$144,721
Teacher Salaries — Percent of Budget	42.27%	38.8%
Administrative Salaries — Percent of Budget	4.5%	6.0%

### School Financial Data

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

School Financial Data	
	Albany HS
Total Expenditures Per Pupil	\$6,436
Expenditures Per Pupil From Restricted Sources	\$2,313
Expenditures Per Pupil From Unrestricted Sources	\$4,123
Annual Average Teacher Salary	\$59,150

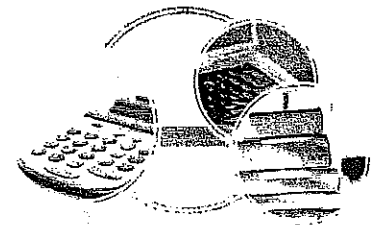
### Financial Data Comparison

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

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Albany HS	\$4,123	\$59,150
Albany USD	\$5,443	\$64,092
California	\$5,681	\$61,706
School and District — Percent Difference	-32.0%	-8.4%
School and California — Percent Difference	-37.8%	-4.3%

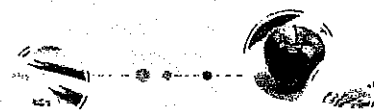
### Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



### Types of Services Funded

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 support and tutoring services.



### School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

# MacGregor High School

SARC  
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES 9-12

601 San Gabriel Ave. Albany, CA 94706  
Phone: (510) 559-6570 Fax: (510) 559-6572  
Website: [www.ausdk12.org](http://www.ausdk12.org)

Maria Stephenson  
Superintendent

Alexia Ritchie  
Principal

## Principal's Message

MacGregor High School, founded in 1982, is a small, dynamic, alternative school that serves a multicultural student population from the tenth through the twelfth grades. MacGregor offers its students a safe campus, high academic standards and a caring staff. MacGregor's founding goals are to:

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

MacGregor is unique in that it pays particular attention to students who have had credit and/or attendance problems, those whose work schedules preclude them from attending the comprehensive high school, and those whose life style and/or personal situation disallows them from fitting into the structure of a large school setting.

MacGregor High School works with each and every student to ensure that he/she has clear, realistic goals for the steps toward, and the completion of, their education. These goals allow for each individual to consider the options available to them. These options include graduating from MacGregor, returning to the comprehensive high school, passing the California High School Proficiency Exam, or passing the GED. Included in preparation for graduation, or one of the other alternatives, is working with each student to make sure that they are ready for entrance into community college, college and/or the work force, independent living plans and emotional/physical wellness.

## Mission Statement

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.

## Parental Involvement

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.

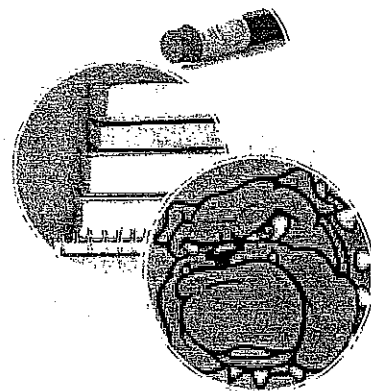
For more information on how to become involved, Alexia Ritchie, Principal, at (510) 559-6575.

## School Safety

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 district's safety response team.

Emergency supplies are stored on site.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2011.



## Albany Unified School District

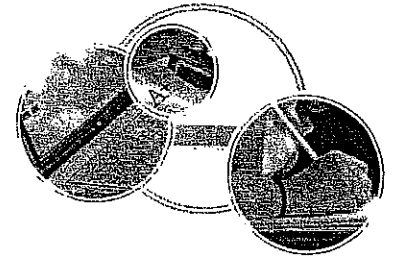
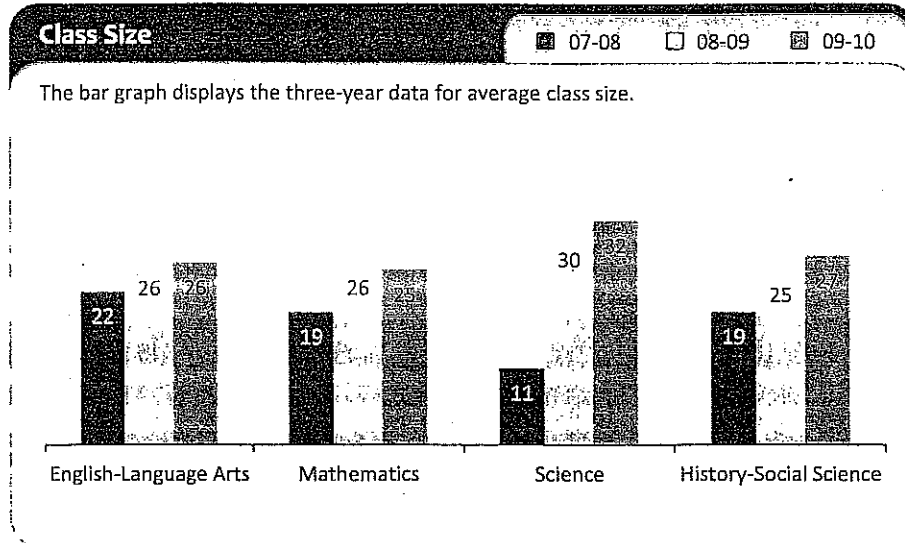
1501 Monroe St.  
Albany, CA 94706  
Phone: (510) 558-3750  
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[www.ausdk12.org](http://www.ausdk12.org)



## District Mission

The mission of AUSD is to provide excellence in public education that empowers 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.



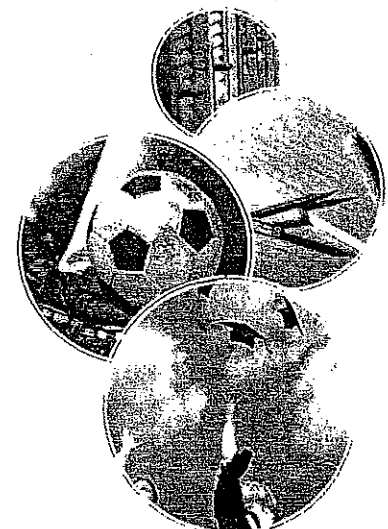
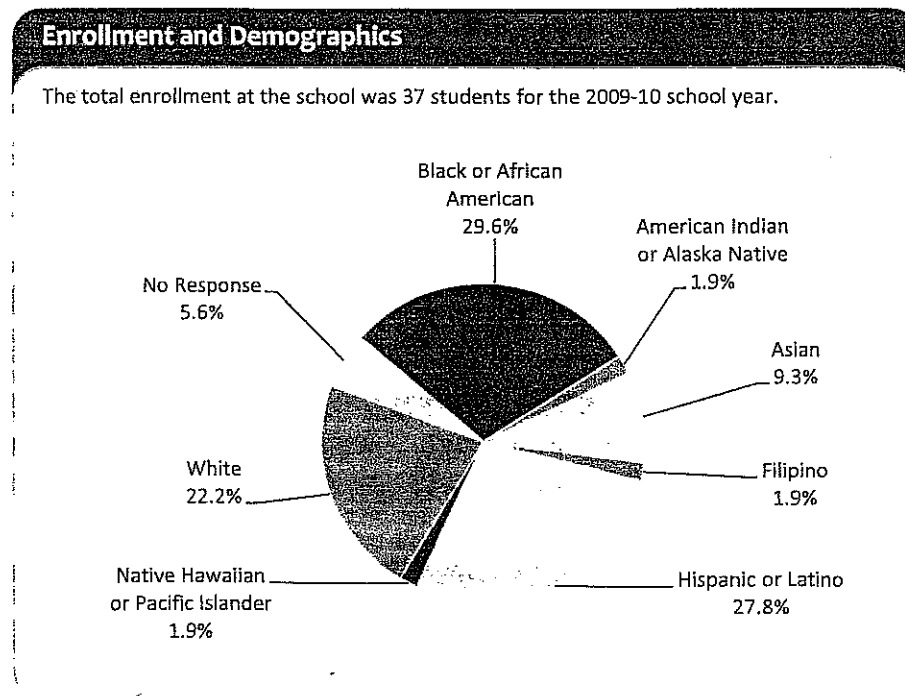
### Professional Development

Staff development focused on the move to our new facility and looking at ways to expand the academic rigor. There were three 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 2010-2011 school year, we plan on sending teachers from MacGregor to attend department and professional learning community meetings at our comprehensive high school or middle school as all of our teachers are a department of one. 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.

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

### Class Size Distribution — Number of Classrooms By Size

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	2				2			2	
Mathematics	2				1			1	
Science	1				1			1	
History-Social Science	3	1			2			2	



### Textbooks and Instructional Materials

MacGregor High School uses state and district approved textbooks 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.

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

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Core Novels	various years
Mathematics	McDougal-Littell Algebra I, Geometry, and Algebra II	2008
Science	Prentice Hall - Biology	2007
History-Social Science	Glencoe McGraw Hill World and US History NTC - Economics	2006

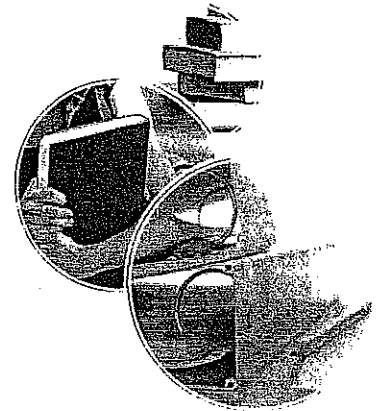
### Availability of Textbooks and Instructional Materials

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

MacGregor HS	
Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇
Science Laboratory Equipment (Grades 9-12)	0%

Note: This data was most recently collected and verified in September 2010.

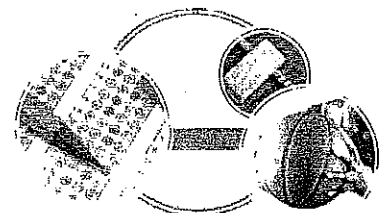
◇ Not applicable.



### Suspensions and Expulsions

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

Suspension Rate			
MacGregor HS			
07-08	08-09	09-10	
0.043	0.407	0.865	
Albany USD			
07-08	08-09	09-10	
0.046	0.098	0.060	
Expulsion Rate			
MacGregor HS			
07-08	08-09	09-10	
0.000	0.000	0.000	
Albany USD			
07-08	08-09	09-10	
0.000	0.000	0.001	





### School Facility Items Inspected

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

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

### School Facility Good Repair Status

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

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Fair
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			02/24/11
Date of the Most Recent Completion of the Inspection Form			02/24/11

### Deficiencies and Repairs

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

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Systems	New heaters installed in every room; Summer 2010
Interior	In process of painting all interior surfaces; Summer 2010
Electrical	Upgraded for the addition of the kitchen for culinary arts program; Summer 2010
External	In process of improving school landscaping in addition to installation of a new gate; Summer 2010

### School Facilities

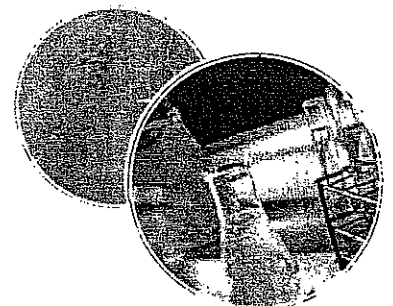
MacGregor is now housed at our new location which is directly across from Albany Middle School and two blocks away from Albany High School. There are four general education classrooms, one computer lab and one culinary arts kitchen/classroom. Offices for our academic and mental health counselors are 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 includes the modernization of three classrooms and removal of 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.

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

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

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority to emergency repairs.

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





**STAR Results for All Students: Three-Year Comparison**

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	MacGregor HS			Albany USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	22%	7%	13%	71%	74%	75%	46%	50%	52%
Mathematics	0%	0%	6%	70%	73%	75%	43%	46%	48%
Science	7%	0%	❖	70%	72%	74%	46%	50%	54%
History-Social Science	18%	3%	0%	51%	58%	60%	36%	41%	44%

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

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

Group	Spring 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	75%	75%	74%	60%
All Students at the School	13%	6%	❖	❖
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

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

**Standardized Testing and Reporting Program**

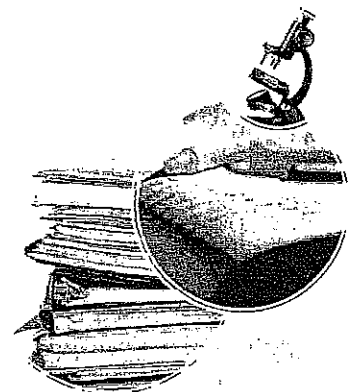
The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

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

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

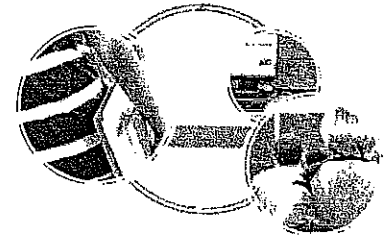
For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



### Academic Performance Index

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/av/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/av/documents/overview10.pdf).



### API Ranks

API Ranks — Four Year Comparison				
	2007	2008	2009	2010
Statewide API Rank	*	*	*	*
Similar Schools API Rank	*	*	*	*

\* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

### API Ranks

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

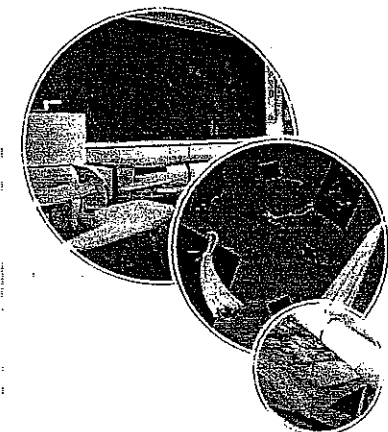
### API Growth by Student Group

Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	13	-179	-33
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.

### API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	MacGregor HS	Albany USD	California
All Students	403	878	767
Black or African American	■	744	686
American Indian or Alaska Native	■	■	728
Asian	■	912	890
Filipino	■	■	851
Hispanic or Latino	■	795	715
Native Hawaiian or Pacific Islander	■	■	753
White	■	898	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	799	712
English Learners	■	836	692
Students with Disabilities	■	663	580

■ Data are reported only for numerically significant groups.

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

Federal Intervention Program

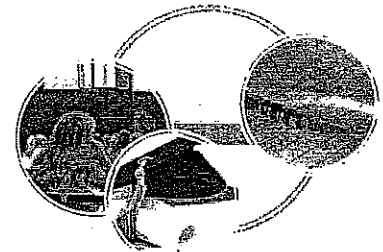
Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	MacGregor HS	Albany USD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

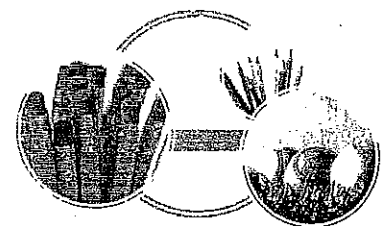


California Physical Fitness Test

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

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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for MacGregor High School. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).



**Adequate Yearly Progress**

Adequate Yearly Progress Criteria				
	MacGregor HS		Albany USD	
Met Overall AYP	Yes		No	
AYP Criteria	English- Language Arts	Mathematics	English- Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	**		Yes	
Graduation Rate	▲		No	

\*\* The API indicator for AYP cannot be determined when there are fewer than 50 valid test scores. Therefore, no data is available for MacGregor High School.

▲ The graduation rate indicator for AYP cannot be determined when there are fewer than 50 students in the graduation denominator (graduates plus dropouts). Therefore, no data is available for MacGregor High School.

**Public Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

**Academic Counselors and School Support Staff**

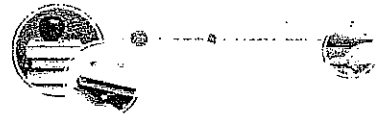
Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.4
Ratio of Students Per Academic Counselor	93:1
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.0

**Adequate Yearly Progress**

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

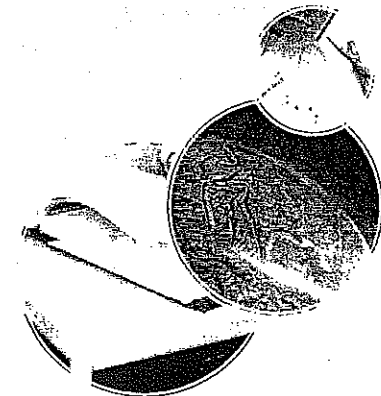
1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



**Academic Counselors and School Support Staff**

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



### Career Technical Education Programs

MacGregor High School does not have a formal Career Technical Education program but ROP programs are available to students. In its fifth year of existence, the culinary arts program is now being expanded to the general high school as an ROP course available to MacGregor students. The culinary teacher works closely with the ROP liaison to provide grading rubrics and increased academic rigor. The academic counselor works closely with each student on their Individual Learning Plan for post-secondary planning.

### Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. For more information, visit [www.cde.ca.gov/ta/te/hs](http://www.cde.ca.gov/ta/te/hs).

Completion of High School Graduation Requirements			
Group	Graduating Class of 2010		
	MacGregor HS	Albany USD	California
All Students	93.3%	95.0%	94.5%
Socioeconomically Disadvantaged	❖	❖	91.3%
English Learners	❖	❖	98.5%
Students with Disabilities	❖	❖	53.4%
Black or African American	❖	❖	89.7%
American Indian or Alaska Native	❖	❖	95.3%
Asian	❖	❖	97.4%
Filipino	❖	❖	98.2%
Hispanic or Latino	❖	❖	91.6%
Native Hawaiian or Pacific Islander	❖	❖	95.2%
White	❖	❖	98.1%
Two or More Races	❖	❖	❖

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

❖ Data not available from the state at this time.

### Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

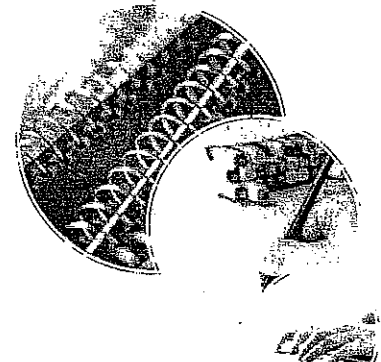
Graduate and Dropout Rates									
	MacGregor HS			Albany USD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Graduation Rate	75.00%	78.26%	66.67%	94.48%	91.18%	85.95%	80.61%	80.21%	78.59%
1-year Dropout Rate	17.50%	6.52%	22.22%	2.13%	0.68%	3.65%	5.46%	4.88%	5.69%

### Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
2009-10 Participation	
Number of Pupils Participating in CTE	0
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	0%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0%
MacGregor Continuation High School does not have a formal CTE program.	

*“Albany Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school’s instructional program.”*



**California High School Exit Exam Results**

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
MacGregor HS	67%	79%	❖	64%	64%	❖
Albany USD	76.4%	92%	94%	92%	93%	95%
California	52.9%	52.0%	54%	51.3%	53.3%	53.4%

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

**District CAHSEE Results: English-Language Arts and Mathematics**

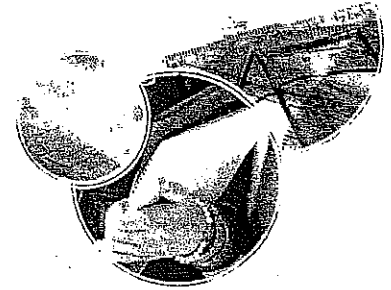
This table displays the percentage of students, by subject, achieving at each performance level in English-language arts and mathematics for the most recent testing period for the district. Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for MacGregor High School.

Percentage of Students Achieving at Each Performance Level		
	All Students in the District	
	Not Proficient	Proficient/Advanced
English-Language Arts	6%	94%
Mathematics	5%	95%

**Courses Required for UC/CSU Admission**

**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 more information on general admissions requirements, please visit the University of California Web site at [www.universityofcalifornia.edu/admissions/general.html](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 site at [www.caistate.edu/admission](http://www.caistate.edu/admission).



*"The mission of AUSD is to provide excellence in public education that empowers all to achieve their fullest potential as productive citizens."*

**Course Enrollment for UC/CSU Admission**

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://data.cde.ca.gov/dataquest/>.

UC/CSU Admission Data	
2008-09 Admission	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	0%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	0%

**Teacher Qualifications**

Teacher Credential Information				
	Albany USD	MacGregor HS		
	09-10	07-08	08-09	09-10
Teachers				
With Full Credential	184	4	2	3
Without Full Credential	2	0	1	0
Teaching Outside Subject Area of Competence		0	0	0

**Teacher Qualifications**

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

**Teacher Misassignments and Vacant Teacher Positions**

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

Teacher Misassignments and Vacant Teacher Positions			
	MacGregor HS		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

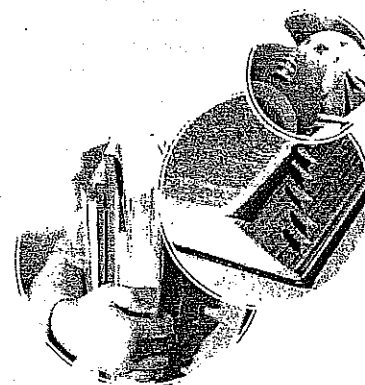
**No Child Left Behind Compliant Teachers**

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
MacGregor HS	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	◇	◇
Low-Poverty Schools in District	98.6%	1.4%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◇ Not applicable.



**Advanced Placement Courses**

Advanced placement courses are not offered at for MacGregor High School.





**District Financial Data**

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

District Salary Data		
Category	Albany USD	Similar Sized District
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 School)	\$116,316	\$94,605
Average Principal Salary (Middle School)	\$125,566	\$98,480
Average Principal Salary (High School)	\$134,164	\$106,266
Superintendent Salary	\$205,692	\$144,721
Teacher Salaries — Percent of Budget	42.27%	38.8%
Administrative Salaries — Percent of Budget	4.5%	6.0%

**School Financial Data**

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

School Financial Data	
	MacGregor HS
Total Expenditures Per Pupil	\$8,623
Expenditures Per Pupil From Restricted Sources	\$1,445
Expenditures Per Pupil From Unrestricted Sources	\$7,179
Annual Average Teacher Salary	\$62,470

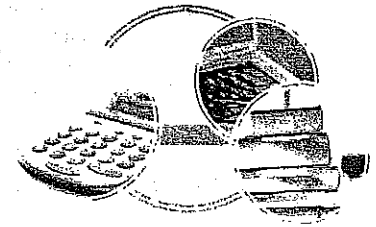
**Financial Data Comparison**

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

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
MacGregor HS	\$7,179	\$62,470
Albany USD	\$5,443	\$64,092
California	\$5,681	\$61,706
School and District — Percent Difference	+24.2%	-2.6%
School and California — Percent Difference	+20.9%	+1.2%

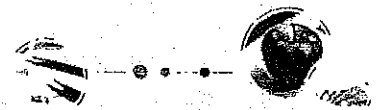
**Financial Data**

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



**Types of Services Funded**

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



**School Accountability Report Card**

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.



# Albany Middle School

SARC  
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES 6-8

1259 Brighton Ave. Albany, CA 94706

Phone: (510) 558-3600 Fax: (510) 559-6547

Website: [www.ausdk12.org](http://www.ausdk12.org)

Marla Stephenson  
Superintendent

Robin Davis  
Principal

## Principal's Message

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.

## Parental Involvement

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, emails, 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 program. These organizations and other community resources have provided help to our classrooms.

For more information on how to become involved, Robin Davis, Principal, at (510) 558-3600.

## Professional Development

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% FTE 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.

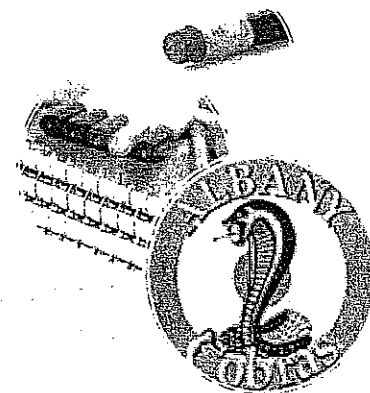
August 23: Working on essential standards to be taught in all classes and available to all students. Develop year-long plans and objectives, and look at formative assessment.

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 Aeries.

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

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



## Albany Unified School District

1501 Monroe St.  
Albany, CA 94706  
Phone: (510) 558-3750  
Fax: (510) 559-6560  
[www.ausdk12.org](http://www.ausdk12.org)



## District Mission

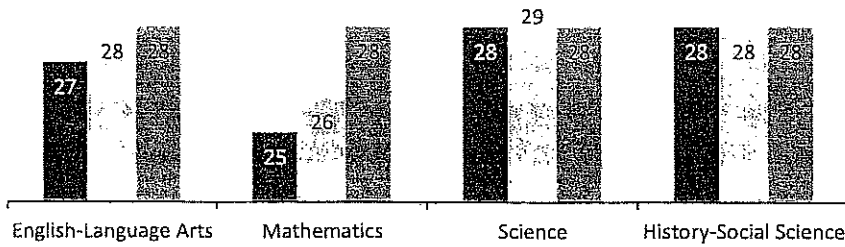
The mission of AUSD is to provide excellence in public education that empowers all to achieve their fullest potential as productive citizens.

AUSD is committed to creating comprehensive learning opportunities in a safe, supportive and collaborative environment, addressing the individual needs of each student.

**Class Size**

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.

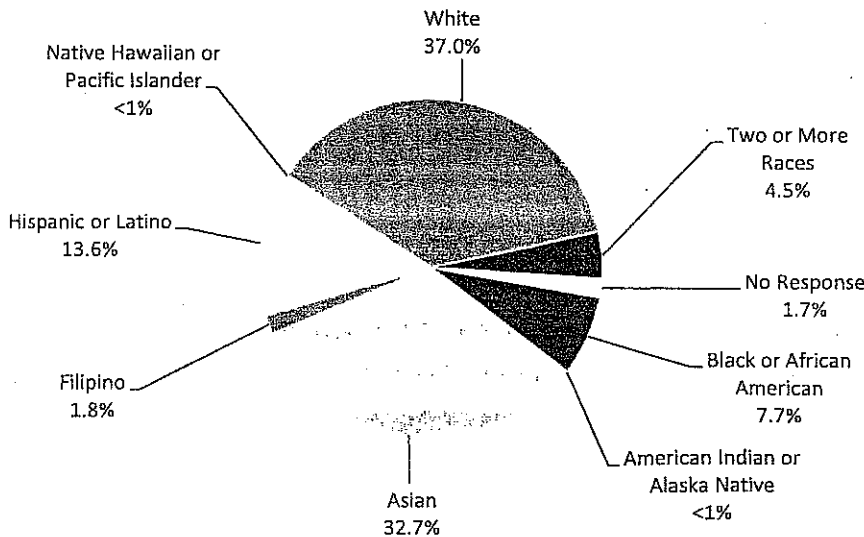


**Class Size Distribution — Number of Classrooms By Size**

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	2	46		1	46		1	40	
Mathematics	7	27	2	8	25	2	7	22	2
Science	1	31			32		2	30	
History-Social Science		32		1	31		1	30	

**Enrollment and Demographics**

The total enrollment at the school was 879 students for the 2009-10 school year.



**School Safety**

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.**

**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.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2011.



### Textbooks and Instructional Materials

All students have access to current Standards-based textbooks and materials.

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



Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	McDougal-Littell Literature and Writer's Craft Core Novels (6-8)	2002
Mathematics	McDougal-Littell Mathematics Course 1 and 2 (6-7)	2008
Mathematics	Algebra 1 (8)	2008
Science	Prentice Hall (6-7)	2007
Science	Addison-Wesley (8)	2007
History-Social Science	TCI- History Alive (6-8)	2006

Note: This data was most recently collected and verified in September 2010.

### Availability of Textbooks and Instructional Materials

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

Albany MS	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	0%
Health	◇
◇ Not applicable.	

### Suspensions and Expulsions

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

	Albany MS			Albany USD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.108	0.145	0.078	0.046	0.098	0.060
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.001

### California Physical Fitness Test

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

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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

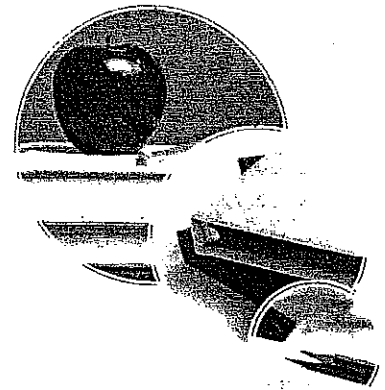
### California Physical Fitness Test

Percentage of Students Meeting Fitness Standards	
Grade 7	
Four of Six Standards	12.6%
Five of Six Standards	32.3%
Six of Six Standards	38.2%

**School Facility Items Inspected**

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

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



**School Facility Good Repair Status**

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

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			02/24/11
Date of the Most Recent Completion of the Inspection Form			02/24/11

**Deficiencies and Repairs**

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

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Safety	Replaced recalled sprinkler heads at site; Fall of 2010

**School Facilities**

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.

The safety of students and staff is a primary concern at Albany Middle School. The school site Safety Plan is updated annually.

**School Facilities**

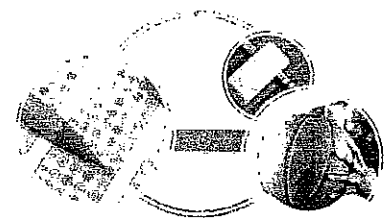
*Continued from left*

The key element of the school site safety plan encompasses student safety and evacuation procedures. Fire, earthquake, and lock-down drills are conducted on a regular basis.

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

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority to emergency repairs.

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



*Continued on sidebar*

**STAR Results for All Students: Three-Year Comparison**

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Albany/MS			Albany/USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	74%	74%	78%	71%	74%	75%	46%	50%	52%
Mathematics	76%	74%	77%	70%	73%	75%	43%	46%	48%
Science	79%	77%	78%	70%	72%	74%	46%	50%	54%
History-Social Science	61%	61%	63%	51%	58%	60%	36%	41%	44%

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

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	75%	75%	74%	60%
All Students 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 or 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	❖	❖	❖	❖

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

**Standardized Testing and Reporting Program**

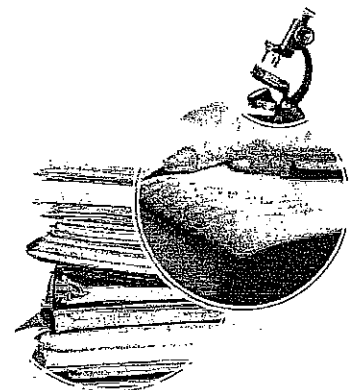
The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

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

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

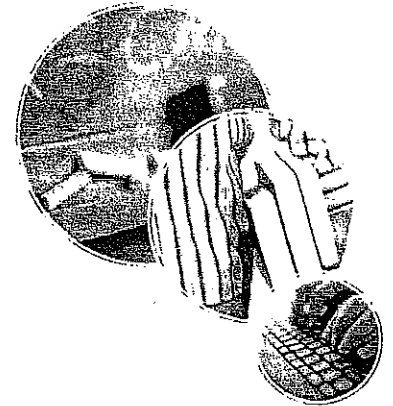
For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



### Academic Performance Index

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).



### API Ranks

API Ranks — Four Year Comparison				
	2007	2008	2009	2010
Statewide API Rank	10	10	10	9
Similar Schools API Rank	8	8	3	7

### API Ranks

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

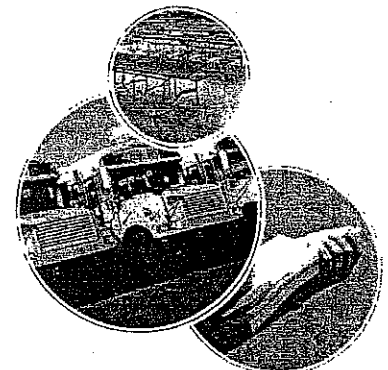
### API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
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 or Pacific Islander	■	■	■
White	-17	7	-27
Two or More Races	■	■	■
Socioeconomically Disadvantaged	3	34	18
English Learners	■	■	-4
Students with Disabilities	■	■	■

### API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.

■ Data are reported only for numerically significant groups.



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Albany MS	Albany USD	California
All Students	889	878	767
Black or African American	■	744	686
American Indian or Alaska Native	■	■	728
Asian	942	912	890
Filipino	■	■	851
Hispanic or Latino	■	795	715
Native Hawaiian or Pacific Islander	■	■	753
White	880	898	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	794	799	712
English Learners	797	836	692
Students with Disabilities	656	663	580

■ Data are reported only for numerically significant groups.

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

Federal Intervention Program

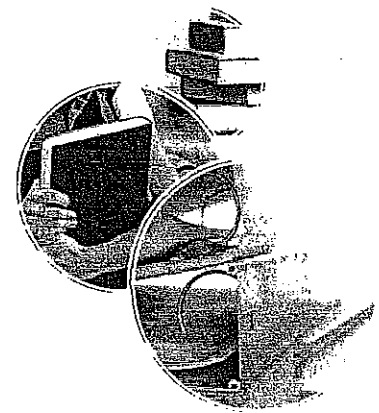
Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Albany MS	Albany USD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

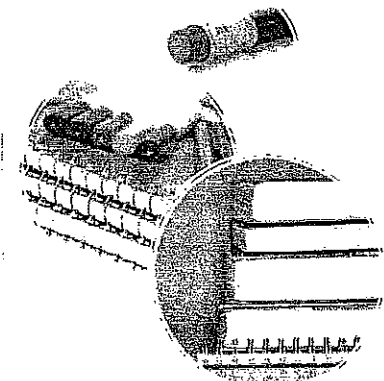
◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

» This table displays, by student group, the 2010 Growth API at the school, district, and state level.



“Albany Middle School is a school community dedicated to learning.”





**Adequate Yearly Progress**

Adequate Yearly Progress Criteria				
	Albany MS		Albany USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✧		No	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

**Adequate Yearly Progress**

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

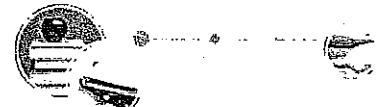
1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

**Academic Counselors and School Support Staff**

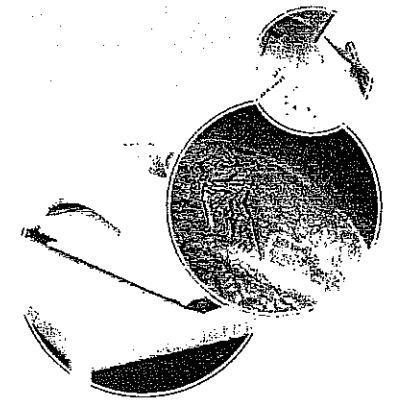
This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	2.0
Ratio of Students Per Academic Counselor	440:1
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.6
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	0.0
Other	3.0



**Academic Counselors and School Support Staff**

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



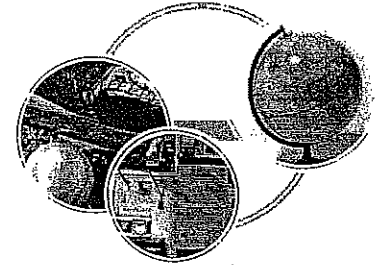


**Teacher Qualifications**

Teacher Credential Information				
	Albany USD		Albany MS	
	09-10	07-08	08-09	09-10
Teachers				
With Full Credential	184	44	47	51
Without Full Credential	2	9	5	0
Teaching Outside Subject Area of Competence		2	2	0

**Teacher Qualifications**

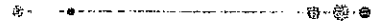
This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



**Teacher Misassignments and Vacant Teacher Positions**

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

Teacher Misassignments and Vacant Teacher Positions			
	Albany MS		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	0	0	0



*“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.”*

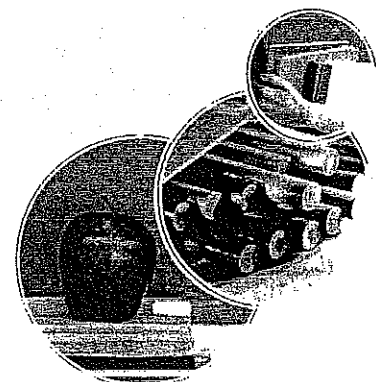
**No Child Left Behind Compliant Teachers**

NCLB requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tg](http://www.cde.ca.gov/nclb/sr/tg).

	No Child Left Behind Compliant Teachers	
	Percent of Classes in core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Albany MS	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	◇	◇
Low-Poverty Schools in District	98.6%	1.4%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◇ Not applicable.



**District Financial Data**

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

District Salary Data		
Category	Albany USD	Similar Sized District
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 School)	\$116,316	\$94,605
Average Principal Salary (Middle School)	\$125,566	\$98,480
Average Principal Salary (High School)	\$134,164	\$106,266
Superintendent Salary	\$205,692	\$144,721
Teacher Salaries — Percent of Budget	42.27%	38.8%
Administrative Salaries — Percent of Budget	4.5%	6.0%

**School Financial Data**

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

School Financial Data	
	Albany MS
Total Expenditures Per Pupil	\$6,765
Expenditures Per Pupil From Restricted Sources	\$2,816
Expenditures Per Pupil From Unrestricted Sources	\$3,949
Annual Average Teacher Salary	\$64,777

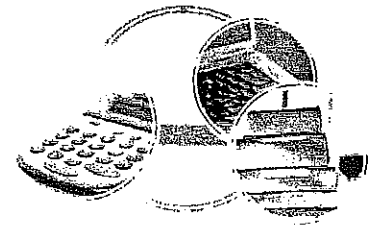
**Financial Data Comparison**

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

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Albany MS	\$3,949	\$64,777
Albany USD	\$5,443	\$64,092
California	\$5,681	\$61,706
School and District — Percent Difference	-27.45%	+1.07%
School and California — Percent Difference	-30.49%	+4.98%

**Financial Data**

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



**Types of Services Funded**

We have a full seven period day for all 7th and 8th grades. SchoolCARE provides electives and .40 FTE 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 three bands and an orchestra.

**School Accountability Report Card**

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

# Cornell Elementary School

SARC  
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES K-5

920 Talbot Ave. Albany, CA 94706  
Phone: (510) 558-3702 Fax: (510) 559-6516  
Website: [www.ausdk12.org](http://www.ausdk12.org)

Marla Stephenson  
Superintendent  
Wendy Holmes  
Principal

## Principal's Message

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 the 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.

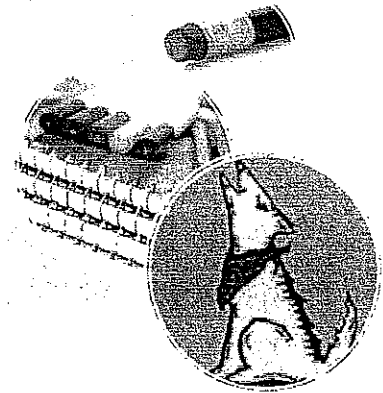
To support our students in their growth of becoming life-long learners who are independent, cooperative and responsible, we ask them to follow these Big Three Rules:

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

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.

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 (510)559-6590.



## Albany Unified School District

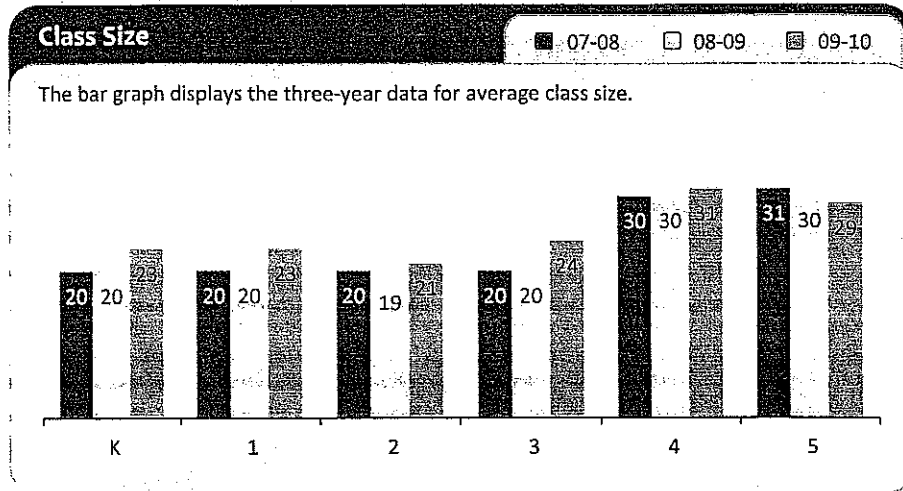
1501 Monroe St.  
Albany, CA 94706  
Phone: (510) 558-3750  
Fax: (510) 559-6560  
[www.ausdk12.org](http://www.ausdk12.org)



## District Mission

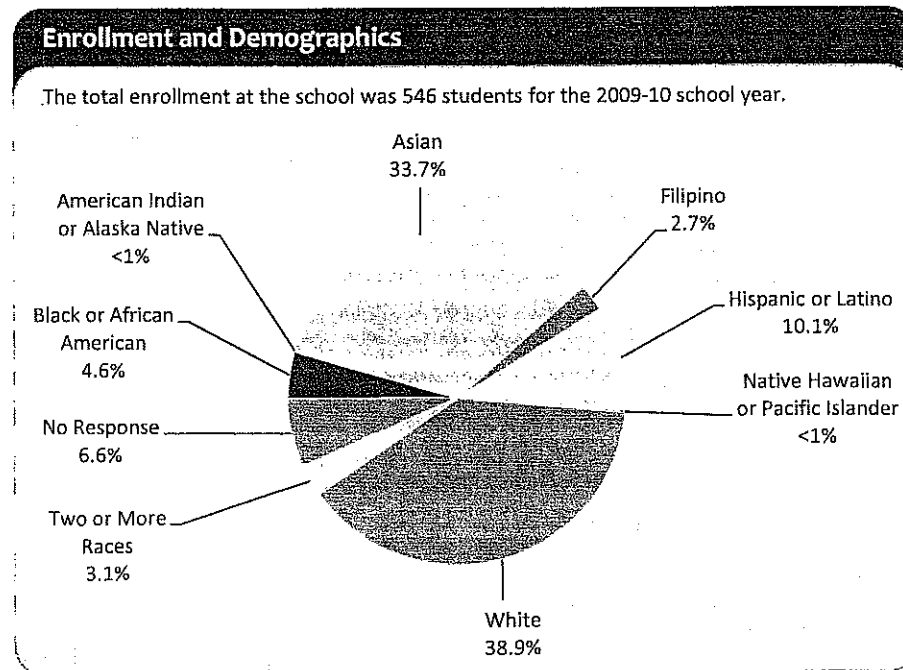
The mission of AUSD is to provide excellence in public education that empowers all to achieve their fullest potential as productive citizens.

AUSD is committed to creating comprehensive learning opportunities in a safe, supportive and collaborative environment, addressing the individual needs of each student.



### Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4			4				4	
1	4			4				4	
2	4			3				4	
3	5			4				4	
4		3			3			3	
5		2			3			3	



### School Safety

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 have 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 (Site Plan)
- Assessment of School Crime at School
- 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

Continued on page 3

**Parental Involvement**

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, fund 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, Wendy Holmes, Principal, at (510) 558-3702, or talk to your child's classroom teacher.

**Textbooks and Instructional Materials**

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

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

Note: This data was most recently collected and verified in September 2010.

**Suspensions and Expulsions**

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

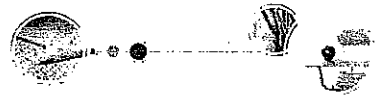
	Suspension and Expulsion Rates					
	Cornell ES			Albany USD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.020	0.023	0.046	0.046	0.098	0.060
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.001

**School Safety**

*Continued from page 2*

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

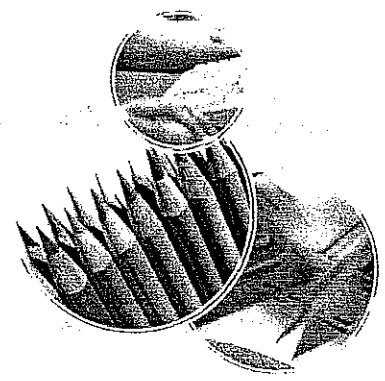
The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2011.



**Availability of Textbooks and Instructional Materials**

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

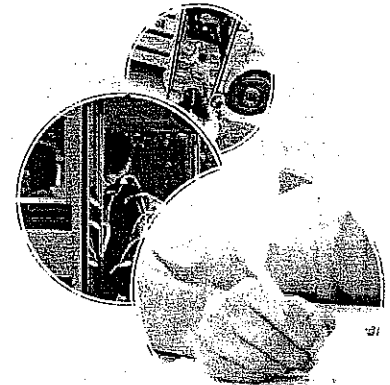
Cornell ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇
◇ Not applicable.	



**School Facility Items Inspected**

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

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



**School Facility Good Repair Status**

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

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			02/24/11
Date of the Most Recent Completion of the Inspection Form			02/24/11

Note: At the time of this school facility inspection, no deficiencies were found.

**School Facilities**

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.

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

*Continued on sidebar*

*“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.”*

**School Facilities**

*Continued from left*

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

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority to emergency repairs.

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

**STAR Results for All Students: Three-Year Comparison**

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

Percentage of Students Scoring At Proficient or Advanced Levels									
	Cornell ES			Albany USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	72%	78%	75%	71%	74%	75%	46%	50%	52%
Mathematics	73%	79%	81%	70%	73%	75%	43%	46%	48%
Science	76%	74%	78%	70%	72%	74%	46%	50%	54%

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

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	75%	75%	74%
All Students at the School	75%	81%	78%
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 or 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	❖	❖	❖

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

**Standardized Testing and Reporting Program**

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

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

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

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

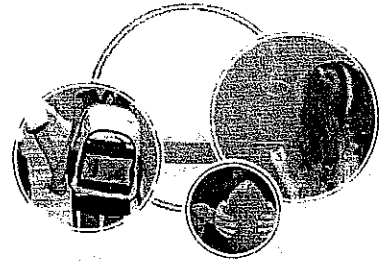




**Academic Performance Index**

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/av/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/av/documents/overview10.pdf).



**API Ranks**

API Ranks — Four Year Comparison				
	2007	2008	2009	2010
Statewide API Rank	9	9	9	9
Similar Schools API Rank	5	2	3	1

**API Ranks**

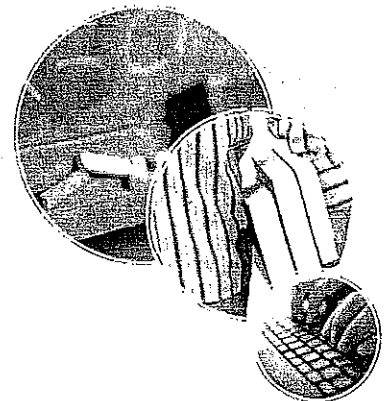
Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank"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

**API Growth by Student Group**

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
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 or Pacific Islander	■	■	■
White	-25	50	-5
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	-29	34	-11
Students with Disabilities	■	■	■

**API Growth by Student Group**

This table displays, by student group, the actual API change in points added or lost for the past three years.



■ Data are reported only for numerically significant groups.



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth/API		
	Cornell ES	Albany USD	California
All Students	891	878	767
Black or African American	■	744	686
American Indian or Alaska Native	■	■	728
Asian	899	912	890
Filipino	■	■	851
Hispanic or Latino	857	795	715
Native Hawaiian or Pacific Islander	■	■	753
White	932	898	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	799	712
English Learners	868	836	692
Students with Disabilities	■	663	580

■ Data are reported only for numerically significant groups.

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

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Cornell ES	Albany USD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

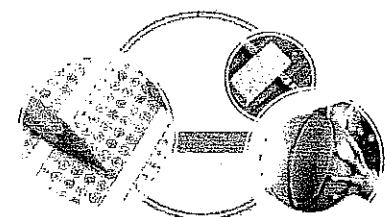
California Physical Fitness Test

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

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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pfi/](http://www.cde.ca.gov/ta/tg/pfi/).

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	16.5%
Five of Six Standards	28.2%
Six of Six Standards	47.1%



**Adequate Yearly Progress**

Adequate Yearly Progress Criteria				
	Cornell ES		Albany USD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	✧		No	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

**Public Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

**Academic Counselors and School Support Staff**

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.4
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	0.0
Other	3.6

✧ Not applicable.

**Adequate Yearly Progress**

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

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

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



**Academic Counselors and School Support Staff**

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

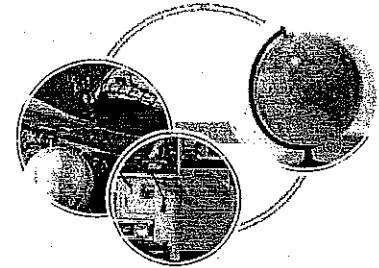


### Teacher Qualifications

Teacher Credential Information				
	Albany USD		Cornell ES	
	09-10	07-08	08-09	09-10
Teachers				
With Full Credential	184	24	21	23
Without Full Credential	2	1	2	1
Teaching Outside Subject Area of Competence		0	0	0

### Teacher Qualifications

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



### Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions			
	Cornell ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Professional Development

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.

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

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Cornell ES	96.0%	4.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	◇	◇
Low-Poverty Schools in District	98.6%	1.4%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◇ Not applicable.



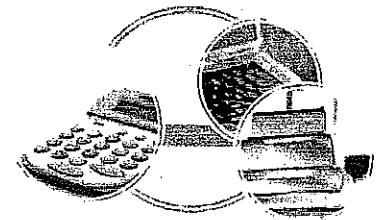
**District Financial Data**

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

District Salary Data		
Category	Albany USD	Similar Sized District
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 School)	\$116,316	\$94,605
Average Principal Salary (Middle School)	\$125,566	\$98,480
Average Principal Salary (High School)	\$134,164	\$106,266
Superintendent Salary	\$205,692	\$144,721
Teacher Salaries — Percent of Budget	42.27%	38.8%
Administrative Salaries — Percent of Budget	4.5%	6.0%

**Financial Data**

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



**School Financial Data**

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

School Financial Data	
	Cornell ES
Total Expenditures Per Pupil	\$7,509
Expenditures Per Pupil From Restricted Sources	\$2,354
Expenditures Per Pupil From Unrestricted Sources	\$5,155
Annual Average Teacher Salary	\$75,522

**Types of Services Funded**

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

**Financial Data Comparison**

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

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Cornell ES	\$5,155	\$75,522
Albany USD	\$5,443	\$64,092
California	\$5,681	\$61,706
School and District — Percent Difference	-5.29%	+17.83%
School and California — Percent Difference	-9.26%	+22.39%

**School Accountability Report Card**

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

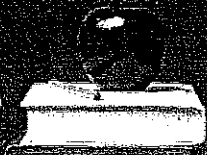
All data accurate as of February 2011.

PUBLISHED BY:



# Ocean View Elementary School

SARC  
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES K-5

1000 Jackson St. Albany, CA 94706  
Phone: (510) 558-4800 Fax: (510) 528-6486  
Website: [www.ausdk12.org](http://www.ausdk12.org)

Marla Stephenson  
Superintendent

Terry Georgeson  
Principal

## Principal's Message

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 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 to students who are enrolled in the Early Bird and Late Bird reading programs in grades 1-3. 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, at (510) 559-6590.

## Parental Involvement

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, organized community events and provide supplemental instructional materials.

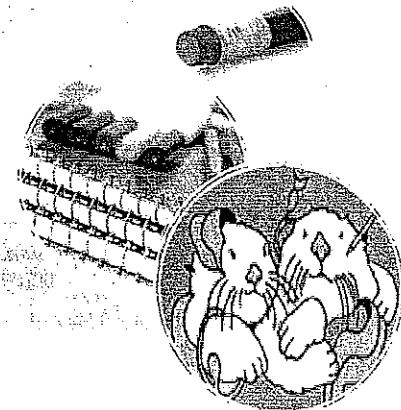
For more information on how to become involved, Terry Georgeson, Principal, at (510) 558-4802.

## Professional Development

The teaching faculty is offered three district-wide staff development days during the school year. In addition, meetings are 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 and Marin Schools 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.

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



## Albany Unified School District

1501 Monroe St.  
Albany, CA 94706  
Phone: (510) 558-3750  
Fax: (510) 559-6560  
[www.ausdk12.org](http://www.ausdk12.org)



## District Mission

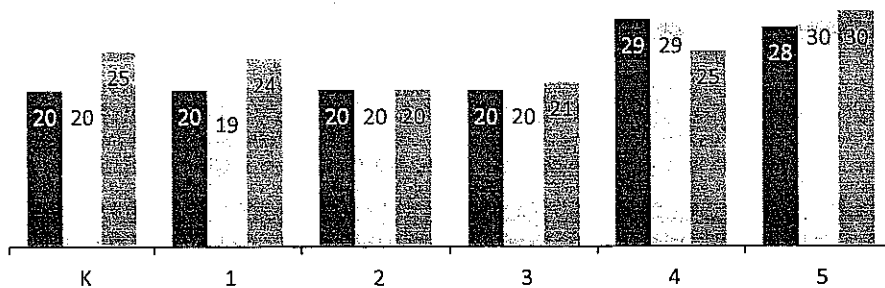
The mission of AUSD is to provide excellence in public education that empowers all to achieve their fullest potential as productive citizens.

AUSD is committed to creating comprehensive learning opportunities in a safe, supportive and collaborative environment, addressing the individual needs of each student.

**Class Size**

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.

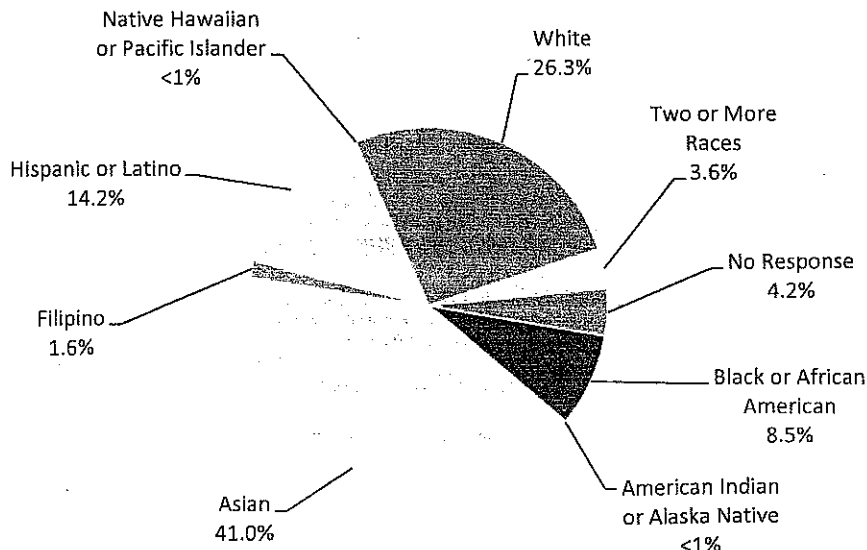


**Class Size Distribution — Number of Classrooms By Size**

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	5			4			4		
1	4			4			4		
2	4			4			4		
3	4			4			1	3	
4		3			3			3.5	
5		4			4			3.5	

**Enrollment and Demographics**

The total enrollment at the school was 547 students for the 2009-10 school year.



**School Safety**

Safety is a priority at Ocean View Elementary School. As part of a 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/Checklists**

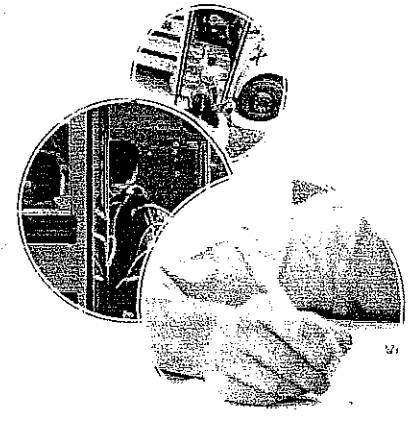
- Sample parent letter
- Hazard identification checklist
- Recommended emergency supplies
- Guidelines for preparing a Buddy/Teacher list
- Sample emergency information sheet
- Sample student district notice of first aid care
- Sample site status report

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

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2011.

### Textbooks and Instructional Materials

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



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

### Availability of Textbooks and Instructional Materials

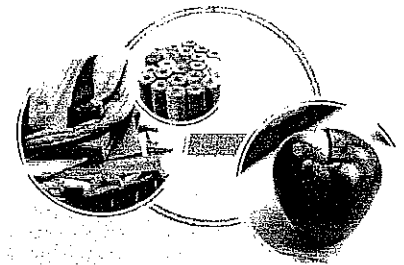
The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Ocean View ES	
Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇

Note: This data was most recently collected and verified in September 2010.

◇ Not applicable.

*“Ocean View School staff values each student, promoting dignity and respect, while offering a rigorous comprehensive core curriculum based on California State Standards.”*



### Suspensions and Expulsions

	Ocean View ES			Albany USD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.000	0.020	0.004	0.046	0.098	0.060
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.001

### Suspensions and Expulsions

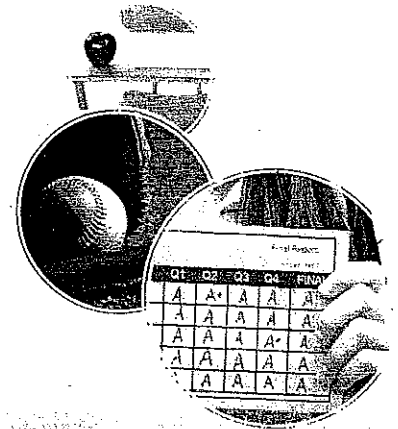
This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.



### School Facility Items Inspected

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

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



### School Facility Good Repair Status

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

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			02/24/11
Date of the Most Recent Completion of the Inspection Form			02/24/11

Note: At the time of this school facility inspection, no deficiencies were found.

### School Facilities

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 tiles, roof system repair/replacement, replacement of portable classrooms, painting, etc.

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

Continued on sidebar

### School Facilities

Continued from left

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

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority to emergency repairs.

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





### STAR Results for All Students: Three-Year Comparison

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

Percentage of Students Scoring At Proficient or Advanced Levels									
	Ocean View ES			Albany USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	71%	79%	74%	71%	74%	75%	46%	50%	52%
Mathematics	77%	84%	84%	70%	73%	75%	43%	46%	48%
Science	80%	71%	79%	70%	72%	74%	46%	50%	54%

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

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	75%	75%	74%
All Students 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 or 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	❖	❖	❖

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

### Standardized Testing and Reporting Program

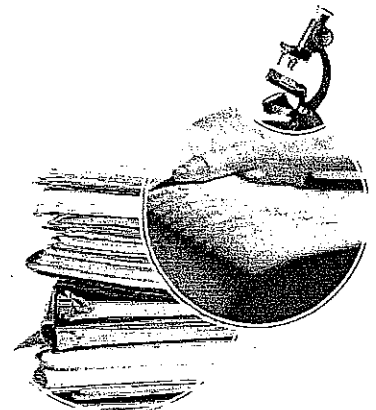
The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

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

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

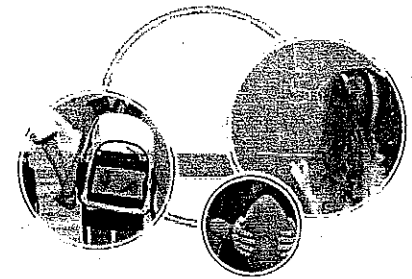
For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



### Academic Performance Index

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).



### API Ranks

API Ranks — Four Year Comparison				
	2007	2008	2009	2010
Statewide API Rank	10	9	10	10
Similar Schools API Rank	8	5	9	6

### API Ranks

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

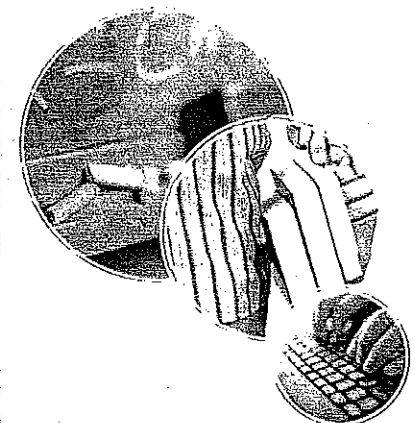
### API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
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 or Pacific Islander	■	■	■
White	18	33	-3
Two or More Races	■	■	■
Socioeconomically Disadvantaged	-9	52	■
English Learners	-14	35	-7
Students with Disabilities	■	■	■

### API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.

■ Data are reported only for numerically significant groups.



**API Growth by Student Group: 2010 Growth API Comparison**

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Ocean View ES	Albany USD	California
All Students	913	878	767
Black or African American	■	744	686
American Indian or Alaska Native	■	■	728
Asian	945	912	890
Filipino	■	■	851
Hispanic or Latino	859	795	715
Native Hawaiian or Pacific Islander	■	■	753
White	926	898	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	799	712
English Learners	910	836	692
Students with Disabilities	■	663	580

■ Data are reported only for numerically significant groups.

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

**Federal Intervention Program**

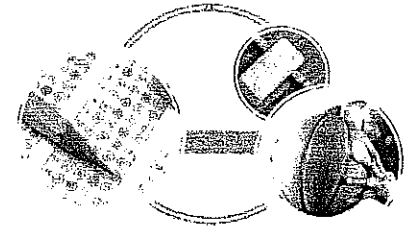
Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Ocean View ES	Albany USD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

◇ Not applicable.

**API Growth by Student Group: 2010 Growth API Comparison**

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



**California Physical Fitness Test**

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

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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	7.7%
Five of Six Standards	23.1%
Six of Six Standards	68.3%

### Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Ocean View ES		Albany USD	
Met Overall AYP	Yes		No	
AYP Criteria	English- Language Arts	Mathematics	English- Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	✧		No	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

### Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

### Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.4
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	3.8

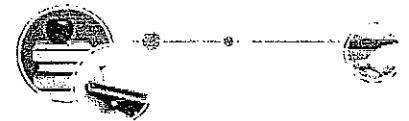
✧ Not applicable.

### Adequate Yearly Progress

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

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

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



### Academic Counselors and School Support Staff

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

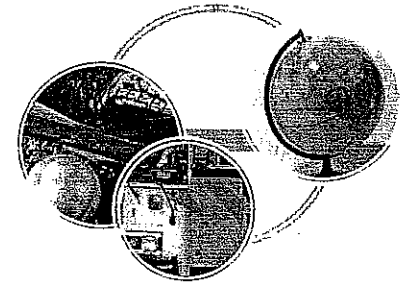


**Teacher Qualifications**

Teacher Credential Information				
	Albany USD	Ocean View ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	184	31	25	25
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

**Teacher Qualifications**

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



**Teacher Misassignments and Vacant Teacher Positions**

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

Teacher Misassignments and Vacant Teacher Positions			
	Ocean View ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

**No Child Left Behind Compliant Teachers**

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Ocean View ES	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	◇	◇
Low-Poverty Schools in District	98.6%	1.4%

**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◇ Not applicable.

*"Our staff of fully credentialed and Cross-cultural Language and Academic Development (CLAD) certified teachers collaborate to produce a differentiated approach to instruction."*



### District Financial Data

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

District Salary Data		
Category	Albany USD	Similar Sized District
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 School)	\$116,316	\$94,605
Average Principal Salary (Middle School)	\$125,566	\$98,480
Average Principal Salary (High School)	\$134,164	\$106,266
Superintendent Salary	\$205,692	\$144,721
Teacher Salaries — Percent of Budget	42.27%	38.8%
Administrative Salaries — Percent of Budget	4.5%	6.0%

### School Financial Data

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

School Financial Data	
	Ocean View ES
Total Expenditures Per Pupil	\$6,939
Expenditures Per Pupil From Restricted Sources	\$2,314
Expenditures Per Pupil From Unrestricted Sources	\$4,625
Annual Average Teacher Salary	\$61,029

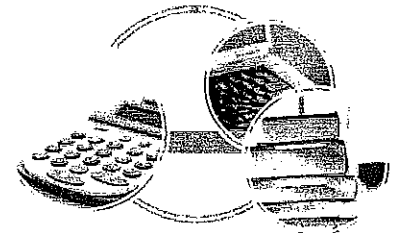
### Financial Data Comparison

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

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Ocean View ES	\$4,625	\$61,029
Albany USD	\$5,443	\$64,092
California	\$5,681	\$61,706
School and District — Percent Difference	-15.03%	-4.78%
School and California — Percent Difference	-18.59%	-1.10%

### Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



### Types of Services Funded

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 grades 1-5
- Noontime supervision

### School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

# Marin Elementary School

SARC  
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES K-5

1001 Santa Fe Ave. Albany, CA 94706

Phone: (510) 558-4740 Fax: (510) 559-6509

Website: [www.ausdk12.org](http://www.ausdk12.org)

Marla Stephenson  
Superintendent

David Kumamoto  
Principal

## Principal's Message

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% 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; offered to students who are enrolled in the Early Bird and Late Bird reading programs in grades first through third. 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 at (510) 559-6590.

## Parental Involvement

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

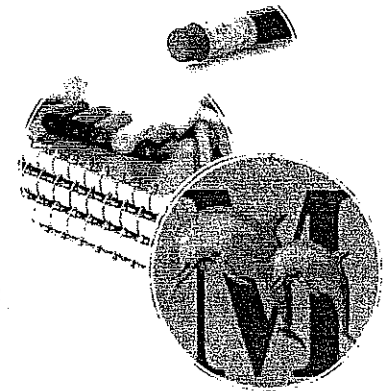
For more information on how to become involved, contact David Kumamoto, Principal, at (510) 4740.

## Professional Development

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 another about their curriculum, instruction and assessments, to share best practices with colleagues and to discuss ways to better support our students' learning. On a monthly basis, Marin teachers collaborate with the faculty at Cornell and Ocean View Schools in order to align our work across the district. 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.

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



## Albany Unified School District

1501 Monroe St.  
Albany, CA 94706  
Phone: (510) 558-3750  
Fax: (510) 559-6560  
[www.ausdk12.org](http://www.ausdk12.org)



## District Mission

The mission of AUSD is to provide excellence in public education that empowers all to achieve their fullest potential as productive citizens.

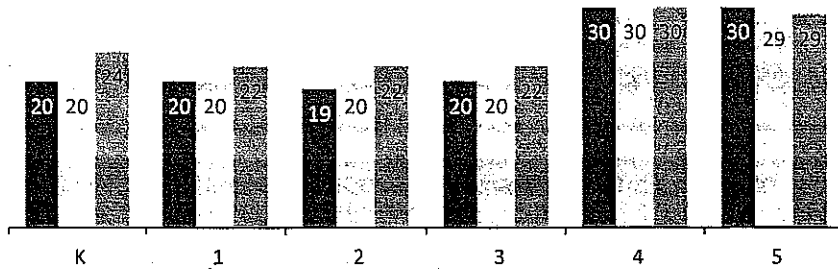
AUSD is committed to creating comprehensive learning opportunities in a safe, supportive and collaborative environment, addressing the individual needs of each student.



**Class Size**

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.

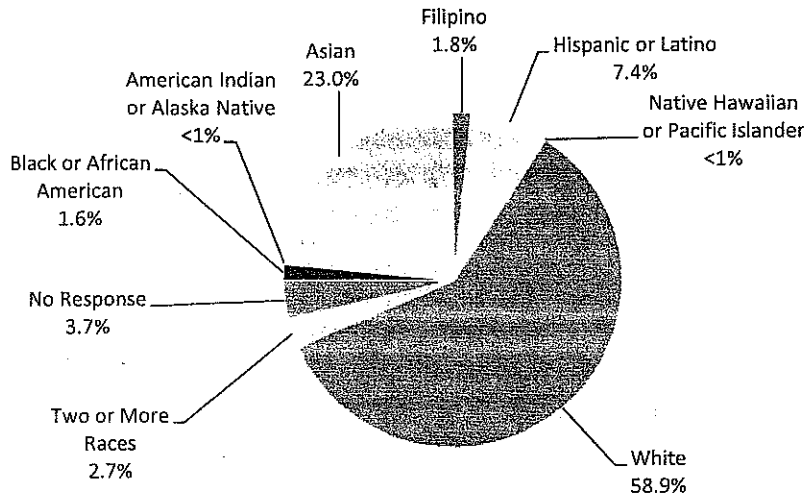


**Class Size Distribution — Number of Classrooms By Size**

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4			4				4	
1	4			4				4	
2	4			4				3.5	
3	4			4				3.5	
4		3			3			3	
5		3			3			3	

**Enrollment and Demographics**

The total enrollment at the school was 516 students for the 2009-10 school year.



**School Safety**

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

Continued on page 3



### Textbooks and Instructional Materials

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

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

Note: This data was most recently collected and verified in September 2010.

### California Physical Fitness Test

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

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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

California Physical Fitness Test	
	Marin ES
Percentage of Students Meeting Fitness Standards	Grade 5
Four of Six Standards	6.9%
Five of Six Standards	23.0%
Six of Six Standards	66.7%

### Suspensions and Expulsions

Suspension and Expulsion Rates						
	Marin ES			Albany USD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.036	0.014	0.010	0.046	0.098	0.060
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.001

### School Safety

Continued from page 2

- Sample emergency information sheet
- Sample student district notice of first aid care
- Sample site status report

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

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2011.

### Availability of Textbooks and Instructional Materials

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

Marin ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇
◇ Not applicable.	



### Suspensions and Expulsions

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

**School Facility Items Inspected**

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

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

**School Facility Good Repair Status**

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

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Fair	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			02/24/11
Date of the Most Recent Completion of the Inspection Form			02/24/11

**Deficiencies and Repairs**

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

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Systems	Gas main replaced; Fall 2010
Cleanliness	Traps set for rodents found in storm drains; Fall 2010

**School Facilities**

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.

**School Facilities**

*Continued from left*

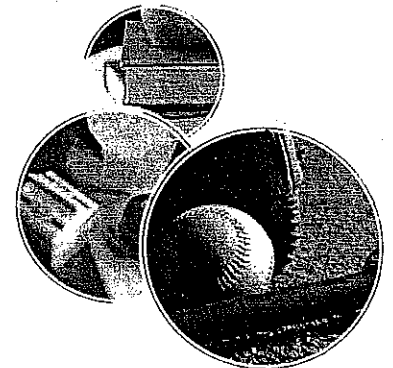
Modernization includes new fire alarm/sprinkler system, new intercom/phone system, network, seismic retrofit, ADA-compliant restrooms/accessibility, code-compliant heating/ventilation/AC (HVAC), energy conservation, new lighting, suspended ceilings, code-compliant doors and door hardware, replacement of old floor tiles, 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.

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

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

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority to emergency repairs.

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



*Continued on sidebar*

### STAR Results for All Students: Three-Year Comparison

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

Percentage of Students Scoring At Proficient or Advanced Levels									
	Marin ES			Albany USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	78%	88%	86%	71%	74%	75%	46%	50%	52%
Mathematics	76%	82%	86%	70%	73%	75%	43%	46%	48%
Science	72%	77%	82%	70%	72%	74%	46%	50%	54%

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

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	75%	75%	74%
All Students at the School	86%	86%	82%
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 or 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	❖	❖	❖

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

### Standardized Testing and Reporting Program

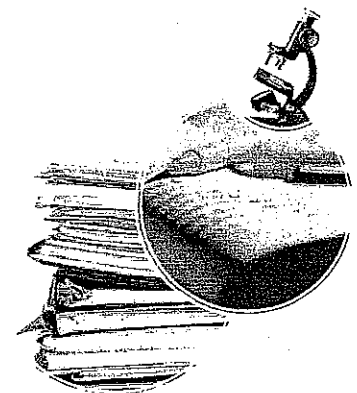
The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

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

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

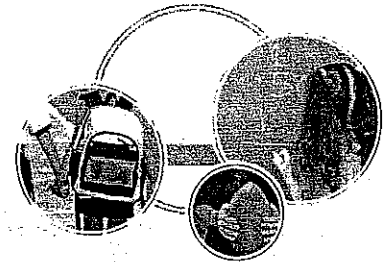
For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



**Academic Performance Index**

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).



**API Ranks**

API Ranks — Four Year Comparison				
	2007	2008	2009	2010
Statewide API Rank	9	9	10	10
Similar Schools API Rank	2	2	2	6

**API Ranks**

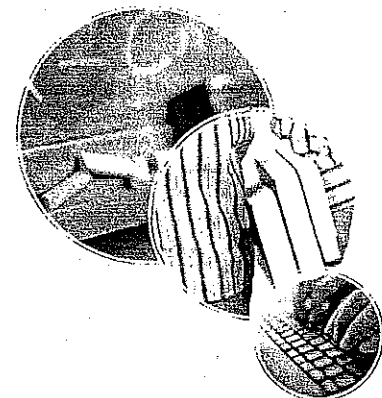
Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank"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

**API Growth by Student Group**

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
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 or Pacific Islander	■	■	■
White	0	42	20
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	47	37	31
Students with Disabilities	■	■	■

**API Growth by Student Group**

This table displays, by student group, the actual API change in points added or lost for the past three years.



■ Data are reported only for numerically significant groups.

**API Growth by Student Group: 2010 Growth API Comparison**

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Marin ES	Albany USD	California
All Students	943	878	767
Black or African American	■	744	686
American Indian or Alaska Native	■	■	728
Asian	942	912	890
Filipino	■	■	851
Hispanic or Latino	■	795	715
Native Hawaiian or Pacific Islander	■	■	753
White	954	898	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	799	712
English Learners	922	836	692
Students with Disabilities	■	663	580

■ Data are reported only for numerically significant groups.

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

**Federal Intervention Program**

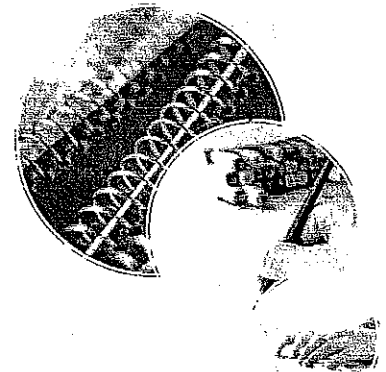
Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Marin ES	Albany USD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

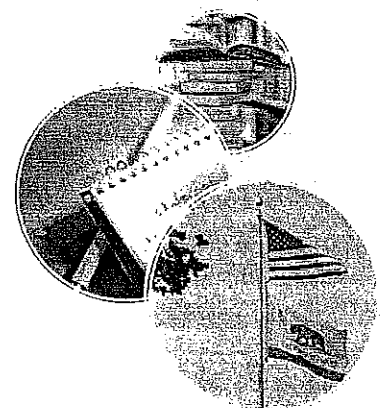
◇ Not applicable.

**API Growth by Student Group: 2010 Growth API Comparison**

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



*“A source of support for our school is our highly involved and motivated parents.”*



**Adequate Yearly Progress**

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

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

**Public Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

**Academic Counselors and School Support Staff**

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.4
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	0.0
Other	3.0

**Adequate Yearly Progress**

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

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

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



**Academic Counselors and School Support Staff**

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

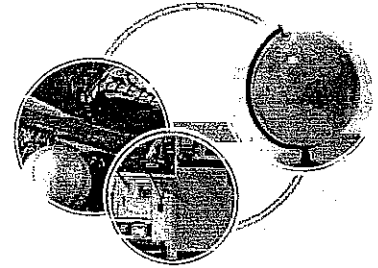


**Teacher Qualifications**

Teacher Credential Information				
	Albany USD		Marin ES	
	09-10	07-08	08-09	09-10
Teachers				
With Full Credential	184	25	21	22
Without Full Credential	2	1	1	1
Teaching Outside Subject Area of Competence		0	0	0

**Teacher Qualifications**

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



**Teacher Misassignments and Vacant Teacher Positions**

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

Teacher Misassignments and Vacant Teacher Positions			
	Marin ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*“Our staff of fully credentialed and Cross-cultural Language and Academic Development (CLAD) certified teachers collaborate to produce a focused approach to instruction.”*

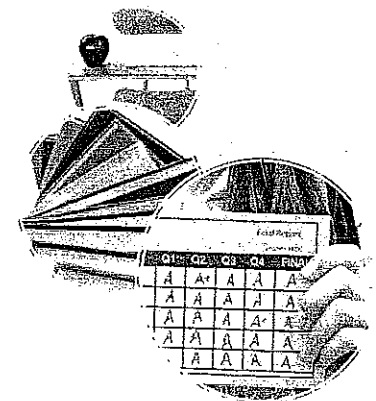
**No Child Left Behind Compliant Teachers**

NCLB requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

	No Child Left Behind Compliant Teachers	
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Marin ES	96.0%	4.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	◇	◇
Low-Poverty Schools in District	98.6%	1.4%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◇ Not applicable.





**District Financial Data**

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

District Salary Data		
Category	Albany USD	Similar Sized District
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 School)	\$116,316	\$94,605
Average Principal Salary (Middle School)	\$125,566	\$98,480
Average Principal Salary (High School)	\$134,164	\$106,266
Superintendent Salary	\$205,692	\$144,721
Teacher Salaries — Percent of Budget	42.27%	38.8%
Administrative Salaries — Percent of Budget	4.5%	6.0%

**School Financial Data**

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

School Financial Data	
	Marin ES
Total Expenditures Per Pupil	\$6,896
Expenditures Per Pupil From Restricted Sources	\$1,947
Expenditures Per Pupil From Unrestricted Sources	\$4,949
Annual Average Teacher Salary	\$67,205

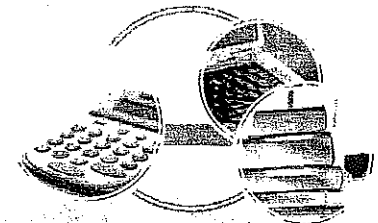
**Financial Data Comparison**

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

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Marin ES	\$4,949	\$67,205
Albany USD	\$5,443	\$64,092
California	\$5,681	\$61,706
School and District — Percent Difference	-9.08%	+4.86%
School and California — Percent Difference	-12.89%	+8.91%

**Financial Data**

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



**Types of Services Funded**

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 grades

**School Accountability Report Card**

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.



**Valenzuela/CAHSEE Lawsuit Settlement**  
**Quarterly Report on Williams Uniform Complaints**  
 [Education Code § 35186(d)]

District: Albany Unified School District

Person completing this form: Lynda Hornada Title: Director of Curriculum and Instruction

Quarterly Report Submission Date:  Fall 2011  
 (check one)  Winter 2011  
 Spring 2011

Date for information to be reported publicly at governing board meeting: \_\_\_\_\_

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
CAHSEE Intensive Instruction and Services	0		
<b>TOTALS</b>	0		

Marla Stephenson  
 Print Name of District Superintendent

\_\_\_\_\_  
 Signature of District Superintendent Date

May 2011 Warrant Listing					
<b>ACADEMIC THERAPY PUBLICATIONS (002131/1)</b>	<b>Check # 50000547, Dated 05/03/2011, Printed (RG000126), PO# P11-01092, Batchld AP05032011</b>				
Special Education test kits	010-4300-6500-5001-3120-000-65- -	\$131.72			
Special Education test kits	010-4300-0000-0000-3120-000-00- -	\$133.88	Check Amount	\$265.60	
<b>ACSIG (000257/1)</b>	<b>Check # 50000548, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011</b>				
deductible/vandalism claim# 428645	010-5450-0000-0000-7200-000-00- -	\$1,065.00	Check Amount	\$1,065.00	
<b>ALAMEDA UNIFIED SCHOOL DIST. (001037/1)</b>	<b>Check # 50000549, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011</b>				
1st & 2nd qtr. (SELPA)	010-7211-3310-5001-9200-069-00- -201	\$789,190.00			
3rd Qtr. Special Ed Preschool (SELPA)	010-7211-3320-5730-9200-069-00- -201	\$26,895.00			
1st & 2nd qtr. Part C Early Start Funds (SELPA)	010-7211-3385-5710-9200-069-00- -201	\$45,228.00	Check Amount	\$861,313.00	
<b>APPLE COMPUTER INC. (000139/2)</b>	<b>Check # 50000550, Dated 05/03/2011, Printed (RG000126), PO# P11-01128, Batchld AP05032011</b>				
2 port to VGA adapters for AHS library	010-4300-0395-1110-1000-038-38- -	\$63.66	Check Amount	\$63.66	
<b>Aramark Uniform Service (007442/2)</b>	<b>Check # 50000551, Dated 05/03/2011, Printed (RG000126), PO# P11-00091, Batchld AP05032011</b>				
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00- -	\$53.68			
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00- -	\$28.00	Check Amount	\$81.68	
<b>AT&amp;T (005220/4)</b>	<b>Check # 50000552, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011</b>				
03/19-04/18 service	010-5930-0000-1110-8200-001-00- -	\$7.03			
03/19-04/18 service	010-5930-0000-1110-8200-003-00- -	\$66.25			
03/19-04/18 service	010-5930-0000-0000-8200-000-00- -	\$28.82			
03/19-04/18 service	010-5930-0000-0000-8200-000-00- -	\$7.03			
03/19-04/18 service	010-5930-0000-1110-8200-004-00- -	\$29.06			
03/19-04/18 service	010-5930-0000-1110-8200-003-00- -	\$182.18			
03/19-04/18 service	010-5930-0000-1110-8200-038-00- -	\$56.62			
03/19-04/18 service	010-5930-8150-0000-8200-000-00- -	\$55.18			
03/19-04/18 service	010-5930-0000-1110-8200-001-00- -	\$133.77			
03/19-04/18 service	010-5930-0000-1110-8200-004-00- -	\$98.91			
03/19-04/18 service	010-5930-0000-1110-8200-016-00- -	\$108.06			
03/19-04/18 service	010-5930-0000-0000-8200-000-00- -	\$587.04			
03/19-04/18 service	010-5930-0000-0000-8200-000-00- -	\$419.41			
03/19-04/18 service	010-5930-0000-1110-8200-004-00- -	\$17.07			
03/19-04/18 service	110-5930-0000-4110-8200-000-00- -	\$148.50			
03/19-04/18 service	010-5930-0000-1110-8200-016-00- -	\$139.95			
03/19-04/18 service	010-5930-0000-0000-8200-000-00- -	\$155.85			
03/19-04/18 service	010-5930-0000-1110-8200-038-00- -	\$238.38			
03/19-04/18 service	010-5930-0000-8100-8200-005-00- -	\$18.38			
03/19-04/18 service	010-5930-0000-3200-8200-033-00- -	\$147.15			
03/19-04/18 service	010-5930-0000-0000-8200-000-00- -	\$51.95			
03/19-04/18 service	010-5930-0000-0000-8200-000-00- -	\$374.35	Check Amount	\$3,070.94	
<b>AUSD REVOLVING FUND (000276/2)</b>	<b>Check # 50000553, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011</b>				
reimb for returned cks/notice dates 04/15 & 04/18	010-8699-0108- - -004- - -	\$176.00			
reimb for returned cks/notice dates 04/15 & 04/18	010-8699-0108- - -001- - -	\$59.00			
reimb for returned ck/notice date 11/17/10	010-3922-0000-0000-7200-000-00- -	\$60.10			
reimb for CA School Nutrition conference & membership	130-5200-5310-0000-3700-000-00- -	\$190.00	Check Amount	\$485.10	
<b>BATTALION ONE (007277/1)</b>	<b>Check # 50000554, Dated 05/03/2011, Printed (RG000126), PO# P11-01161, Batchld AP05032011</b>				
AHS elevators preliminary order/smoke test	010-5800-8150-0000-8110-000-00- -	\$720.00	Check Amount	\$720.00	
<b>BATTALION ONE FIRE PROTECTION (007277/2)</b>	<b>Check # 50000555, Dated 05/03/2011, Printed (RG000126), PO# P11-00961, Batchld AP05032011</b>				
replace recalled sprinkler heads at AMS	010-5670-8150-1110-8110-016-00- -	\$8,894.90			
replace recalled sprinkler heads at AMS	010-5670-8150-1110-8110-016-00- -	\$350.00	Check Amount	\$9,244.90	
<b>BERKELEY FARMS (006683/1)</b>	<b>Check # 50000556, Dated 05/03/2011, Printed (RG000126), PO# P11-00702, Batchld AP05032011</b>				
Dairy	130-4700-5310-0000-3700-000-00- -	\$154.58			
Dairy	130-4700-5310-0000-3700-000-00- -	\$67.40			
Dairy	130-4700-5310-0000-3700-000-00- -	\$75.03			
Dairy	130-4700-5310-0000-3700-000-00- -	\$30.01			
Dairy	130-4700-5310-0000-3700-000-00- -	\$94.62			
Dairy	130-4700-5310-0000-3700-000-00- -	\$30.01			
Dairy	130-4700-5310-0000-3700-000-00- -	\$65.85			
Dairy	130-4700-5310-0000-3700-000-00- -	\$166.93			
Dairy	130-4700-5310-0000-3700-000-00- -	\$44.93			
Dairy	130-4700-5310-0000-3700-000-00- -	\$210.86			
Dairy	130-4700-5310-0000-3700-000-00- -	\$203.74			
Dairy	130-4700-5310-0000-3700-000-00- -	\$212.89			
Dairy	130-4700-5310-0000-3700-000-00- -	\$295.89			
Dairy	130-4700-5310-0000-3700-000-00- -	\$44.93	Check Amount	\$1,697.67	
<b>Berkeley Stamp &amp; Engraving Co. (001584/1)</b>	<b>Check # 50000557, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011</b>				
engraved sign with logo (D.O.)	010-4300-0000-0000-7100-000-00- -	\$12.07	Check Amount	\$12.07	
<b>BERKELEY UNIFIED SCHOOL DIST. (000600/2)</b>	<b>Check # 50000558, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011</b>				
1st & 2nd qtr. (SELPA)	010-7211-3310-5001-9200-069-00- -202	\$811,632.00			
3rd Qtr. Special Ed Preschool (SELPA)	010-7211-3320-5730-9200-069-00- -202	\$14,059.00			
1st & 2nd qtr. Part C Early Start Funds (SELPA)	010-7211-3385-5710-9200-069-00- -202	\$6,462.00	Check Amount	\$832,153.00	
<b>Gene Bernardi (007663/1)</b>	<b>Check # 50000559, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011</b>				
refund for cancelled AAS Italian class	110-8671-0000- - - - -	\$85.00	Check Amount	\$85.00	
<b>Daniel Cardozo (007797/1)</b>	<b>Check # 50000560, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011</b>				
classroom trip refund	010-5810-0108-1110-1000-001-01- -	\$168.00	Check Amount	\$168.00	
<b>CLARK ELECTRICAL CONTRACTORS (007293/1)</b>	<b>Check # 50000561, Dated 05/03/2011, Printed (RG000126), PO# P11-01063, Batchld AP05032011</b>				

May 2011 Warrant Listing					P95	
repair security cameras at Mac High & Marin	010-5670-8150-0000-8110-000-00--	\$380.00	Check Amount	\$380.00		
CDW GOVERNMENT INC (003267/2)	Check # 50000562, Dated 05/03/2011, Printed (RG000126), PO# P11-01127, Batchld AP05032011					
AHS library projector lamp replacement	010-4300-0395-1110-1000-038-38--	\$413.24	Check Amount	\$413.24		
CHEVRON AND TEXACO BUSINESS (000105/2)	Check # 50000563, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011					
04/22/11 fuel	130-4300-5310-0000-3700-000-00--	\$83.00	Check Amount	\$83.00		
Community Matters (007697/1)	Check # 50000564, Dated 05/03/2011, Printed (RG000126), PO# P11-01000, Batchld AP05032011					
AMS Safe School Ambassadors Training 03/10-11	010-5825-9020-1110-1000-016-16--405	\$4,349.59				
03/05/11 Anti-Bullying Parent workshop at AMS	010-5800-0100-0000-7200-000-00--	\$300.00	Check Amount	\$4,649.59		
HSBC BUSINESS SOLUTIONS (006700/1)	Check # 50000565, Dated 05/03/2011, Printed (RG000126), PO# P11-00699, Batchld AP05032011					
food	130-4700-5310-0000-3700-000-00--	\$311.91				
food	130-4700-5310-0000-3700-000-00--	\$793.76				
food for AHS International potluck	010-4300-0395-1133-1000-038-38--	\$158.44	Check Amount	\$1,264.11		
D & D SECURITY RESOURCES INC (003615/2)	Check # 50000566, Dated 05/03/2011, Printed (RG000126), PO# P11-00472, Batchld AP05032011					
ceiling mounts for AHS projectors	010-4400-1100-1110-2700-038-38--	\$7,938.95				
ceiling mounts for AHS projectors	010-4400-9020-1110-1000-038-38--	\$7,040.20	Check Amount	\$14,979.15		
DANIELSEN (000512/1)	Check # 50000567, Dated 05/03/2011, Printed (RG000126), PO# P11-00697, Batchld AP05032011					
food	130-4700-5310-0000-3700-000-00--	\$972.87				
supplies	130-4710-5310-0000-3700-000-00--	\$144.03				
food	130-4700-5310-0000-3700-000-00--	\$435.02				
supplies	130-4710-5310-0000-3700-000-00--	\$92.76	Check Amount	\$1,644.68		
Margaret Deane (003953/1)	Check # 50000568, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011					
refund for cancelled AAS birding by ear class	110-8671-0000- - - - -	\$90.00	Check Amount	\$90.00		
DICK BLICK ART MATERIALS (000147/1)	Check # 50000569, Dated 05/03/2011, Printed (RG000126), PO# P11-01116, Batchld AP05032011					
AHS Connect Design Lab art supplies	010-4300-0370-1110-1000-038-38--	\$3,346.51				
AHS Connect Design Lab art supplies	010-4300-0370-1110-1000-038-38--	\$233.79	Check Amount	\$3,580.30		
Frances Diehl (007794/1)	Check # 50000570, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011					
10/11 AP reimb	010-8699-0103- - -038- - -	\$79.00	Check Amount	\$79.00		
DJ CO-OPS (005466/2)	Check # 50000571, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011					
food	130-4700-5310-0000-3700-000-00--	\$63.45	Check Amount	\$63.45		
Sara Dorame (007779/1)	Check # 50000572, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011					
refund for cancelled AAS writing class	110-8671-0000- - - - -	\$85.00	Check Amount	\$85.00		
EAGLE GRAPHICS (004777/4)	Check # 50000573, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011					
D.O. envelopes	010-4300-0000-0000-7200-000-00--	\$572.10	Check Amount	\$572.10		
EBMUD (000224/2)	Check # 50000574, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011					
03/24-04/22 service	010-5555-0000-1110-8200-038-00--	\$271.98	Check Amount	\$271.98		
EMERY UNIFIED SCHOOL DISTRICT (005835/1)	Check # 50000575, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011					
1st & 2nd qtr. (SELPA)	010-7211-3310-5001-9200-069-00--203	\$53,860.00				
3rd Qtr. Special Ed Preschool (SELPA)	010-7211-3320-5730-9200-069-00--203	\$1,834.00	Check Amount	\$55,694.00		
FAR WEST SANITATION & STORAGE (003436/1)	Check # 50000576, Dated 05/03/2011, Printed (RG000126), PO# P11-00115, Batchld AP05032011					
10/11 CONTAINER RENTAL (POOL)	210-5600-1711-0000-8500-005-00--	\$87.26	Check Amount	\$87.26		
Laidlaw Transit, Inc. (007019/4)	Check # 50000577, Dated 05/03/2011, Printed (RG000126), PO# P11-00330, Batchld AP05032011					
Buses for 10/11 year (Athletics)	010-5810-9021-1110-4200-038-38--	\$353.00				
Buses for 10/11 year (Athletics)	010-5810-9021-1110-4200-038-38--	\$353.00				
Buses for 10/11 year (Athletics)	010-5810-9021-1110-4200-038-38--	\$295.00				
Buses for 10/11 year (Athletics)	010-5810-9021-1110-4200-038-38--	\$295.00				
Buses for 10/11 year (Athletics)	010-5810-9021-1110-4200-038-38--	\$353.00				
Buses for 10/11 year (Athletics)	010-5810-9021-1110-4200-038-38--	\$353.00				
Buses for 10/11 year (Athletics)	010-5810-9021-1110-4200-038-38--	\$353.00				
Buses for 10/11 year (Athletics)	010-5810-9021-1110-4200-038-38--	\$353.00	Check Amount	\$3,414.00		
FLINN SCIENTIFIC (002175/1)	Check # 50000578, Dated 05/03/2011, Printed (RG000126), PO# P11-01173, Batchld AP05032011					
AHS science materials	010-4300-9020-1138-1000-038-38--	\$130.07	Check Amount	\$130.07		
Maria Flores (001917/1)	Check # 50000579, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011					
refund for cancelled AAS English class	110-8671-0000- - - - -	\$35.00	Check Amount	\$35.00		
JANET FOHNER C/O D.O. (005615/1)	Check # 50000580, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011					
reimb for CASBO expenses	010-5200-0000-0000-7200-000-00--	\$79.92	Check Amount	\$79.92		
FOOD 4 THOUGHT, LLC (007143/1)	Check # 50000581, Dated 05/03/2011, Printed (RG000126), PO# P11-00703, Batchld AP05032011					
Food	130-4700-5310-0000-3700-000-00--	\$479.05	Check Amount	\$479.05		
PATRICIA FUJIWARA C/O AHS (004613/1)	Check # 50000582, Dated 05/03/2011, Printed (RG000126), PO# P11-00769, Batchld AP05032011					
Reimb for lab supplies	010-4300-0395-1138-1000-038-38--	\$50.00	Check Amount	\$50.00		
ALLAN GARDE C/O DISTRICT OFFICE (007387/1)	Check # 50000583, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011					
reimb for CASBO expenses	010-5200-0000-0000-7200-000-00--	\$69.82	Check Amount	\$69.82		
GOLD STAR FOODS (002941/2)	Check # 50000584, Dated 05/03/2011, Printed (RG000126), PO# P11-00698, Batchld AP05032011					
food	130-4700-5310-0000-3700-000-00--	\$202.50				
food	130-4700-5310-0000-3700-000-00--	\$172.50				
food	130-4700-5310-0000-3700-000-00--	\$129.50				
food	130-4700-5310-0000-3700-000-00--	\$2,310.95				
food	130-4700-5310-0000-3700-000-00--	\$23.14	Check Amount	\$2,838.59		
GREAT AMERICAN LEASING CORP. (007274/1)	Check # 50000585, Dated 05/03/2011, Printed (RG000126), PO# P11-00122, Batchld AP05032011					
10/11 COPIER LEASE/SELPA	010-5611-6502-5050-2200-069-00--	\$183.29	Check Amount	\$183.29		
Teresa Hickman (007737/1)	Check # 50000586, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011					
10/11 AP reimb	010-8699-0103- - -038- - -	\$79.00	Check Amount	\$79.00		

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<b>HILLYARD (007392/1)</b>	Check # 50000587, Dated 05/03/2011, Printed (RG000126), PO# P11-00965, Batchld AP05032011		
District sanitary supplies	010-4300-0000-0000-8200-000-00- -	\$585.87	
District sanitary supplies	010-4300-0000-0000-8200-000-00- -	\$854.72	
District sanitary supplies	010-4300-0000-0000-8200-000-00- -	\$449.31	
District sanitary supplies	010-4300-0000-0000-8200-000-00- -	\$481.09	
District sanitary supplies	010-4300-0000-0000-8200-000-00- -	\$824.52	Check Amount \$3,195.51
<b>WENDY HOLMES C/O CORNEL (006647/1)</b>	Check # 50000588, Dated 05/03/2011, Printed (RG000126), PO# P11-01203, Batchld AP05032011		
reimb for supplies	010-4300-9020-1110-1000-001-01- -	\$41.29	Check Amount \$41.29
<b>Sylvia Hsieh (004621/1)</b>	Check # 50000589, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011		
refund for cancelled AAS portrait drawing class	110-8671-0000- - - - -	\$85.00	Check Amount \$85.00
<b>Ying-Shao Hsu (007776/1)</b>	Check # 50000590, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011		
refund for cancelled AAS perfecting presentations class	110-8671-0000- - - - -	\$85.00	
refund for cancelled AAS English class	110-8671-0000- - - - -	\$40.00	Check Amount \$125.00
<b>David Jacobs-Pontecorvo (007793/1)</b>	Check # 50000591, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011		
10/11 AP reimb	010-8699-0103- - -038- - -	\$79.00	Check Amount \$79.00
<b>Tomoki Kamo (007775/1)</b>	Check # 50000592, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011		
refund for cancelled AAS perfecting presentation class	110-8671-0000- - - - -	\$85.00	Check Amount \$85.00
<b>Liz Keiley-Roark (007781/1)</b>	Check # 50000593, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011		
refund for cancelled AAS writing class	110-8671-0000- - - - -	\$85.00	Check Amount \$85.00
<b>Sherene Kelly (007792/1)</b>	Check # 50000594, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011		
10/11 AP reimb	010-8699-0103- - -038- - -	\$79.00	Check Amount \$79.00
<b>Yu Lye Kim (007774/1)</b>	Check # 50000595, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011		
refund for cancelled AAS perfecting presentations class	110-8671-0000- - - - -	\$85.00	Check Amount \$85.00
<b>Narae Kwon (001234/1)</b>	Check # 50000596, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011		
refund for cancelled AAS prep class	110-8671-0000- - - - -	\$160.00	Check Amount \$160.00
<b>UC REGENTS / UC BERKELEY (001933/4)</b>	Check # 50000597, Dated 05/03/2011, Printed (RG000126), PO# P11-00729, Batchld AP05032011		
"Animal Homes" workshop (Marin)	010-5810-0108-1110-1000-003-03- -	\$275.00	Check Amount \$275.00
<b>LEAP...IMAGINATION IN LEARNING (007338/2)</b>	Check # 50000598, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011		
Final payment for 36-wk Musical Theater residency	010-5800-9030-1110-1000-000-00- -	\$8,083.00	
artist residency/visual art (O.V.)	010-5800-9030-1110-1000-004-00- -	\$4,478.50	Check Amount \$12,561.50
<b>LEO'S PROFESSIONAL AUDIO INC. (000373/1)</b>	Check # 50000599, Dated 05/03/2011, Printed (RG000126), PO# P11-01125, Batchld AP05032011		
speaker, microphone & microphone repair (Marin)	010-4300-9020-1110-1000-003-03- -	\$158.00	
speaker, microphone & microphone repair (Marin)	010-4300-9020-1110-1000-003-03- -	\$546.66	Check Amount \$704.66
<b>LPA, INC. (006826/2)</b>	Check # 50000600, Dated 05/03/2011, Printed (RG000126), PO# P08-00946, Batchld AP05032011		
POOL BUILDING PROJECT	210-6234-1711-0000-8500-005-00- -	\$168.08	
POOL BUILDING PROJECT	210-6201-1711-0000-8500-005-00- -	\$6,025.55	Check Amount \$6,193.63
<b>MAGGIORA BAKING CO (000577/1)</b>	Check # 50000601, Dated 05/03/2011, Printed (RG000126), PO# P11-00701, Batchld AP05032011		
Food	130-4700-5310-0000-3700-000-00- -	\$74.65	
Food	130-4700-5310-0000-3700-000-00- -	\$197.70	
Food	130-4700-5310-0000-3700-000-00- -	\$74.80	
Food	130-4700-5310-0000-3700-000-00- -	\$42.50	
Food	130-4700-5310-0000-3700-000-00- -	\$157.00	
Food	130-4700-5310-0000-3700-000-00- -	\$118.00	Check Amount \$664.65
<b>DIANE MARIE C/O DISTRICT OFFICE (006364/1)</b>	Check # 50000602, Dated 05/03/2011, Printed (RG000126), PO# P11-00768, Batchld AP05032011		
Reimb for 10/11 PD expenses	010-5200-6500-5001-2100-000-65- -	\$21.06	Check Amount \$21.06
<b>MAXIMUS, INC. (006663/2)</b>	Check # 50000603, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011		
08/09 mandated cost claims	010-5825-0000-0000-7200-000-00- -	\$3,400.00	
08/09 mandated cost claims	010-5825-0000-0000-7200-000-00- -	\$3,400.00	
08/09 mandated cost claims	010-5825-0000-0000-7200-000-00- -	\$1,700.00	Check Amount \$8,500.00
<b>McCRARY CONSTRUCTION COMPANY (007599/1)</b>	Check # 50000604, Dated 05/03/2011, Printed (RG000126), PO# P11-00724, Batchld AP05032011		
Albany Aquatic Center Project	210-6251-1711-0000-8500-005-00- -	\$265,380.30	Check Amount \$265,380.30
<b>Borel Private Bank &amp; Trust Co (007599/2)</b>	Check # 50000605, Dated 05/03/2011, Printed (RG000126), PO# P11-00724, Batchld AP05032011		
Albany Aquatic Center Project (Retention)	210-6251-1711-0000-8500-005-00- -	\$29,486.70	Check Amount \$29,486.70
<b>MEI MEI C/O AUSD CENTRAL KITCHEN (005442/1)</b>	Check # 50000606, Dated 05/03/2011, Printed (RG000126), PO# P11-01189, Batchld AP05032011		
reimb for work shoes	130-4300-5310-0000-3700-000-00- -	\$80.00	Check Amount \$80.00
<b>MICHAEL'S TRANSPORTATION SRV (003413/2)</b>	Check # 50000607, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011		
AMS Camp Arroyo transportation	010-5810-0108-1110-1000-016-16- -	\$940.00	
AMS Camp Arroyo transportation	010-5810-0108-1110-1000-016-16- -	\$1,140.00	
AMS Camp Arroyo transportation	010-5810-0108-1110-1000-016-16- -	\$940.00	
Transportation to SF Zoo on 04/19/11 (Marin)	010-5810-0108-1110-1000-003-03- -	\$629.22	Check Amount \$3,649.22
<b>MARGARET MOWRY EVANS (006754/1)</b>	Check # 50000608, Dated 05/03/2011, Printed (RG000126), PO# P11-00008, Batchld AP05032011		
10/11 Case Management/Academic Instruction	010-5825-6500-5750-1180-000-65- -	\$1,552.50	
10/11 Case Management/Academic Instruction	010-5825-6500-5750-1180-000-65- -	\$2,185.00	Check Amount \$3,737.50
<b>Mrs. Dalloway's Bookstore (007713/1)</b>	Check # 50000609, Dated 05/03/2011, Printed (RG000126), PO# P11-01055, Batchld AP05032011		
Marin classroom books	010-4300-9020-1110-1000-003-03- -	\$1,059.17	Check Amount \$1,059.17
<b>NATIONAL ELEVATOR CO (004187/1)</b>	Check # 50000610, Dated 05/03/2011, Printed (RG000126), PO# P11-00129, Batchld AP05032011		
10/11 ELEVATOR SERVICE AT AMS	010-5610-0000-1110-8200-016-00- -	\$135.00	Check Amount \$135.00
<b>NATIONAL GEOGRAPHIC (006059/2)</b>	Check # 50000611, Dated 05/03/2011, Printed (RG000126), PO# P11-01132, Batchld AP05032011		
reading & writing/level B, C & assessments for AHS	010-4200-0395-1110-1000-038-38- -	\$6,047.36	Check Amount \$6,047.36
<b>Sheila Navarro (007780/1)</b>	Check # 50000612, Dated 05/03/2011, Printed (RG000126), PO# , Batchld AP05032011		
refund for cancelled AAS writing class	110-8671-0000- - - - -	\$85.00	Check Amount \$85.00
<b>SUZANNE NELSON C/O SELPA (001231/1)</b>	Check # 50000613, Dated 05/03/2011, Printed (RG000126), PO# P11-00565, Batchld AP05032011		
Reimb for 10/11 SELPA/ACSA Conference Expenses	010-5200-6502-5050-2200-069-00- -	\$569.14	Check Amount \$569.14

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NEXTEL COMMUNICATIONS (004314/2)		Check # 50000614, Dated 05/03/2011, Printed (RG000126), PO# ,Batchid AP05032011							
03/23-04/22 service		010-5930-0000-0000-8200-000-00- -	\$216.85						
03/23-04/22 service		010-5930-7230-5001-8200-000-00- -	\$81.05	Check Amount	\$297.90				
NORTHBRAE COMMUNITY CHURCH (002442/1)		Check # 50000615, Dated 05/03/2011, Printed (RG000126), PO# P11-01096, Batchid AP05032011							
spring qtr. rental for AAS		110-5621-0000-4110-8700-000-00- -	\$1,295.00	Check Amount	\$1,295.00				
OAKLAND MUSEUM OF CALIFORNIA (005424/1)		Check # 50000616, Dated 05/03/2011, Printed (RG000126), PO# ,Batchid AP05032011							
Eureka Days program (Cornell)		010-5810-0108-1110-1000-001-01- -	\$195.00	Check Amount	\$195.00				
OFFICE DEPOT (000048/1)		Check # 50000617, Dated 05/03/2011, Printed (RG000126), PO# P11-01101, Batchid AP05032011							
supplies		010-4300-1100-1110-1000-038-38- -	\$1,810.33						
supplies		010-4300-1100-1110-2700-038-38- -	\$261.10						
supplies		010-4300-1100-1110-3110-038-38- -	\$181.07	Check Amount	\$2,252.50				
Okami Food, Inc. (007624/1)		Check # 50000618, Dated 05/03/2011, Printed (RG000126), PO# P11-00700, Batchid AP05032011							
Food		130-4700-5310-0000-3700-000-00- -	\$276.00	Check Amount	\$276.00				
P & R PAPER SUPPLY COMPANY (006466/2)		Check # 50000619, Dated 05/03/2011, Printed (RG000126), PO# ,Batchid AP05032011							
lunch trays		130-4710-5310-0000-3700-000-00- -	\$724.35	Check Amount	\$724.35				
Parallax Inc. (007734/1)		Check # 50000620, Dated 05/03/2011, Printed (RG000126), PO# P11-01135, Batchid AP05032011							
17 Scribbler 2 Robots (USB) for AHS		010-4300-0395-1131-1000-038-38- -	\$2,601.82	Check Amount	\$2,601.82				
MANJIRI PATKAR C/O ACC (007370/1)		Check # 50000621, Dated 05/03/2011, Printed (RG000126), PO# P11-01015, Batchid AP05032011							
2011 CSUN conference		010-5200-6500-5750-1190-000-65- -	\$87.20						
2011 CSUN conference		010-5200-6500-5750-1110-000-65- -	\$87.20	Check Amount	\$174.40				
PG&E (000029/1)		Check # 50000622, Dated 05/03/2011, Printed (RG000126), PO# ,Batchid AP05032011							
03/25-04/25 service		010-5520-0000-1110-8200-001-00- -	\$237.77						
03/25-04/25 service		010-5520-0000-1110-8200-038-00- -	\$9,716.88						
03/27-04/27 service		010-5520-0000-1110-8200-016-00- -	\$4,785.59						
03/27-04/27 service		010-5520-0000-0000-8200-020- - -	\$412.66	Check Amount	\$15,152.90				
PIEDMONT UNIFIED SCHOOL DIST (005594/1)		Check # 50000623, Dated 05/03/2011, Printed (RG000126), PO# ,Batchid AP05032011							
1st & 2nd qtr. (SELPA)		010-7211-3310-5001-9200-069-00- -204	\$248,352.00						
3rd Qtr. Special Ed Preschool (SELPA)		010-7211-3320-5730-9200-069-00- -204	\$4,279.00	Check Amount	\$252,631.00				
MARTIN PLACE C/O AMS (006380/1)		Check # 50000624, Dated 05/03/2011, Printed (RG000126), PO# ,Batchid AP05032011							
Science materials		010-4300-1100-1110-1000-016-16- -	\$417.26	Check Amount	\$417.26				
Lynn E. Ponton, M.D. (007715/1)		Check # 50000625, Dated 05/03/2011, Printed (RG000126), PO# P11-01236, Batchid AP05032011							
Psychiatric Services		010-5800-9050-1110-3120-000-00- -	\$150.00	Check Amount	\$150.00				
PRO ED (002520/2)		Check # 50000626, Dated 05/03/2011, Printed (RG000126), PO# P11-01057, Batchid AP05032011							
exam/examiner manual & test kit (AHS)		010-4300-0395-1110-1000-038-38- -	\$140.80	Check Amount	\$140.80				
PROQUEST INFORMATION & LEARN (005384/2)		Check # 50000627, Dated 05/03/2011, Printed (RG000126), PO# P11-00597, Batchid AP05032011							
SIRS Discover Database for AMS Library		010-4300-1100-1110-2420-016-16- -	\$555.00	Check Amount	\$555.00				
PRUDENTIAL OVERALL SUPPLY (005371/1)		Check # 50000628, Dated 05/03/2011, Printed (RG000126), PO# P11-00012, Batchid AP05032011							
10/11 Uniform Service		010-5800-0000-0000-8200-000-00- -	\$173.66						
10/11 Uniform Service		010-5800-0000-0000-8200-000-00- -	\$178.66						
10/11 Uniform Service		010-5800-0000-0000-8200-000-00- -	\$186.95	Check Amount	\$539.27				
HAO QUINN (006929/1)		Check # 50000629, Dated 05/03/2011, Printed (RG000126), PO# ,Batchid AP05032011							
10/11 AP reimb		010-8699-0103- - -038- - -	\$79.00	Check Amount	\$79.00				
Mike Rawlins C/O Albany High (007795/1)		Check # 50000630, Dated 05/03/2011, Printed (RG000126), PO# ,Batchid AP05032011							
reimb for coaches clinic		010-4300-9021-1110-4200-038-38- -	\$20.00						
reimb for materials needed to repair equipment		010-4300-9021-1110-4200-038-38- -	\$44.76	Check Amount	\$64.76				
RICOH AMERICAS CORP.. (001524/4)		Check # 50000631, Dated 05/03/2011, Printed (RG000126), PO# P11-00949, Batchid AP05032011							
AHS copier supplies		010-4300-1100-1110-1000-038-38- -	\$1,013.40	Check Amount	\$1,013.40				
RICOH AMERICAS CORP.. (001524/6)		Check # 50000632, Dated 05/03/2011, Printed (RG000126), PO# P11-00013, Batchid AP05032011							
10/11 Copier Lease		010-5611-1100-1110-2700-001-00- -	\$752.40						
10/11 Copier Lease		010-5611-1100-1110-2700-003-00- -	\$728.60						
10/11 Copier Lease		010-5611-1100-1110-2700-004-00- -	\$911.55						
10/11 Copier Lease		110-5611-0000-4110-2700-000-00- -	\$220.73						
10/11 Copier Lease		010-5611-1100-3200-2700-033-00- -	\$159.15						
10/11 Copier Lease		010-5611-1100-1110-2700-038-00- -	\$920.64						
10/11 Copier Lease		010-5611-1100-1110-2700-016-00- -	\$789.87						
10/11 Copier Lease		010-5611-0000-0000-7200-000-00- -	\$720.89						
10/11 Copier Lease		010-5610-0000-1110-2700-000-00- -	\$3,203.77	Check Amount	\$8,407.60				
ROSS RECREATION EQUIPMENT (003679/3)		Check # 50000633, Dated 05/03/2011, Printed (RG000126), PO# P11-01136, Batchid AP05032011							
slide for Cornell playground		010-5670-8150-1110-8110-001-00- -	\$1,314.77	Check Amount	\$1,314.77				
Fedele Sciancalepore (007778/1)		Check # 50000634, Dated 05/03/2011, Printed (RG000126), PO# ,Batchid AP05032011							
refund for cancelled AAS ballroom dancing class		110-8671-0000- - - - -	\$65.00	Check Amount	\$65.00				
ALISON SEEVAK (003850/1)		Check # 50000635, Dated 05/03/2011, Printed (RG000126), PO# P11-00516, Batchid AP05032011							
4th Grade Poetry at Marin		010-5825-9020-1110-1000-003-03- -	\$1,800.00	Check Amount	\$1,800.00				
Shelco Construction (007740/1)		Check # 50000636, Dated 05/03/2011, Printed (RG000126), PO# P11-01162, Batchid AP05032011							
repair AMS gym curtain		010-5670-8150-1110-8110-016-00- -	\$900.00	Check Amount	\$900.00				
Jill Shiraki (007790/1)		Check # 50000637, Dated 05/03/2011, Printed (RG000126), PO# ,Batchid AP05032011							
10/11 AP reimb		010-8699-0103- - -038- - -	\$79.00	Check Amount	\$79.00				
Doosam Song (001914/1)		Check # 50000638, Dated 05/03/2011, Printed (RG000126), PO# ,Batchid AP05032011							
refund for cancelled AAS English class		110-8671-0000- - - - -	\$35.00	Check Amount	\$35.00				
ST. ALBAN'S CHURCH (000338/1)		Check # 50000639, Dated 05/03/2011, Printed (RG000126), PO# P11-01157, Batchid AP05032011							
facility rental for AAS spring qtr.		110-5621-0000-4110-8700-000-00- -	\$880.00	Check Amount	\$880.00				
Barbara Stradcutter (007777/1)		Check # 50000640, Dated 05/03/2011, Printed (RG000126), PO# ,Batchid AP05032011							
refund for cancelled AAS mind/body explorations class		110-8671-0000- - - - -	\$85.00	Check Amount	\$85.00				

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Beverly Sung (003332/1)	Check # 50000641, Dated 05/03/2011, Printed (RG000126), PO# ,Batchld AP05032011				
10/11 AP reimb	010-8699-0103- - -038- - -	\$237.00	Check Amount	\$237.00	
<b>SYSCO FOOD SERVICES (000565/2)</b>					
Check # 50000642, Dated 05/03/2011, Printed (RG000126), PO# P11-00696, Batchld AP05032011					
Food & Supplies	130-4700-5310-0000-3700-000-00- -	\$1,962.89			
Food & Supplies	130-4710-5310-0000-3700-000-00- -	\$227.69			
Food & Supplies	130-4700-5310-0000-3700-000-00- -	\$1,936.71			
Food & Supplies	130-4710-5310-0000-3700-000-00- -	\$435.55			
Food & Supplies	130-4700-5310-0000-3700-000-00- -	\$870.47			
Food & Supplies	130-4710-5310-0000-3700-000-00- -	\$96.12	Check Amount	\$5,529.43	
<b>Cheryl Taubenfeld (007791/1)</b>					
Check # 50000643, Dated 05/03/2011, Printed (RG000126), PO# ,Batchld AP05032011					
10/11 AP reimb	010-8699-0103- - -038- - -	\$79.00	Check Amount	\$79.00	
<b>Dana Thor (007782/1)</b>					
Check # 50000644, Dated 05/03/2011, Printed (RG000126), PO# ,Batchld AP05032011					
refund for cancelled AAS line dance class	110-8671-0000- - - - -	\$60.00	Check Amount	\$60.00	
<b>Ed Thor (007783/1)</b>					
Check # 50000645, Dated 05/03/2011, Printed (RG000126), PO# ,Batchld AP05032011					
refund for cancelled AAS line dance class	110-8671-0000- - - - -	\$60.00	Check Amount	\$60.00	
<b>Amy Seltzer Tick (005668/2)</b>					
Check # 50000646, Dated 05/03/2011, Printed (RG000126), PO# ,Batchld AP05032011					
10/11 AP reimb	010-8699-0103- - -038- - -	\$79.00	Check Amount	\$79.00	
<b>TOSHIBA BUSINESS SOLUTIONS CA (004499/5)</b>					
Check # 50000647, Dated 05/03/2011, Printed (RG000126), PO# ,Batchld AP05032011					
staples for O.V. copier	010-4300-1100-1110-2700-004-04- -	\$91.21	Check Amount	\$91.21	
<b>Transparent Therapy (007711/1)</b>					
Check # 50000648, Dated 05/03/2011, Printed (RG000126), PO# P11-01046, Batchld AP05032011					
speech therapist	010-5825-6500-5750-1180-000-65- -	\$584.00	Check Amount	\$584.00	
<b>TROPICANA CHILLED (007385/1)</b>					
Check # 50000649, Dated 05/03/2011, Printed (RG000126), PO# P11-00694, Batchld AP05032011					
Beverages	130-4700-5310-0000-3700-000-00- -	\$411.44			
Beverages	130-4700-5310-0000-3700-000-00- -	\$393.04	Check Amount	\$804.48	
<b>RICHARD UHSMANN C/O ALBANY HIGH (002376/1)</b>					
Check # 50000650, Dated 05/03/2011, Printed (RG000126), PO# P11-00713, Batchld AP05032011					
Reimb for supplies	010-4300-6530-5750-1130-000-65- -	\$35.24	Check Amount	\$35.24	
<b>Uline (004704/1)</b>					
Check # 50000651, Dated 05/03/2011, Printed (RG000126), PO# P11-01172, Batchld AP05032011					
chair mat	010-4300-0000-0000-7200-000-00- -	\$195.76	Check Amount	\$195.76	
<b>VEND MART (000719/1)</b>					
Check # 50000652, Dated 05/03/2011, Printed (RG000126), PO# P11-00695, Batchld AP05032011					
Food & Supplies	130-4700-5310-0000-3700-000-00- -	\$194.56	Check Amount	\$194.56	
<b>WASTE MANAGEMENT OF ALAMEDA (001541/4)</b>					
Check # 50000653, Dated 05/03/2011, Printed (RG000126), PO# ,Batchld AP05032011					
04/11 pick up	010-5515-0000-1110-8200-016-00- -	\$20.96			
04/11 pick up	010-5515-0000-1110-8200-001-00- -	\$691.18			
04/11 pick up	010-5515-0000-1110-8200-001-00- -	\$394.96			
04/11 pick up	010-5515-0000-1110-8200-003-00- -	\$562.64			
04/11 pick up	010-5515-0000-3200-8200-033-00- -	\$130.18			
04/11 pick up	010-5515-0000-1110-8200-038-00- -	\$1,216.33			
04/11 pick up	120-5515-0000-8500-8200-000-00- -	\$426.41			
04/11 pick up	010-5515-0000-1110-8200-038-00- -	\$789.91			
04/11 pick up	010-5515-0000-1110-8200-016-00- -	\$1,481.10			
04/11 pick up	010-5515-0000-1110-8200-004-00- -	\$737.40			
04/11 pick up	010-5515-0000-0000-8200-000-00- -	\$299.87	Check Amount	\$6,750.94	
<b>Catherine Whitridge (007796/1)</b>					
Check # 50000654, Dated 05/03/2011, Printed (RG000126), PO# ,Batchld AP05032011					
refund for classroom trips	010-5810-0108-1110-1000-001-01- -	\$265.00	Check Amount	\$265.00	
<b>BESSIE WILLIAMS (006327/1)</b>					
Check # 50000655, Dated 05/03/2011, Printed (RG000126), PO# ,Batchld AP05032011					
10/11 AP reimb	010-8699-0103- - -038- - -	\$79.00	Check Amount	\$79.00	
<b>Kumiko Yamaguchi (007789/1)</b>					
Check # 50000656, Dated 05/03/2011, Printed (RG000126), PO# ,Batchld AP05032011					
10/11 AP reimb	010-8699-0103- - -038- - -	\$79.00	Check Amount	\$79.00	
<b>Yan Yuan (007798/1)</b>					
Check # 50000657, Dated 05/03/2011, Printed (RG000126), PO# ,Batchld AP05032011					
classroom trip refund	010-5810-0108-1110-1000-001-01- -	\$125.00	Check Amount	\$125.00	
<b>Baoping Zhao (007788/1)</b>					
Check # 50000658, Dated 05/03/2011, Printed (RG000126), PO# ,Batchld AP05032011					
10/11 AP reimb	010-8699-0103- - -038- - -	\$79.00	Check Amount	\$79.00	
<b>CHRISTIANE ZMICH C/O CORNELL (003287/1)</b>					
Check # 50000659, Dated 05/03/2011, Printed (RG000126), PO# P11-00989, Batchld AP05032011					
reimb for classroom supplies	010-4300-9020-1110-1000-001-01- -	\$50.00	Check Amount	\$50.00	
<b>BANDY GREEN (007200/2)</b>					
Check # 50000847, Dated 05/05/2011, Printed (RG000127), PO# P11-01227, Batchld AP05052011A					
support for 2 Zimbra servers	010-5800-0000-0000-7700-000-77- -	\$5,400.00	Check Amount	\$5,400.00	
<b>BERKELEY FARMS (006683/1)</b>					
Check # 50000848, Dated 05/05/2011, Printed (RG000127), PO# P11-00702, Batchld AP05052011A					
Dairy	130-4700-5310-0000-3700-000-00- -	\$44.93			
Dairy	130-4700-5310-0000-3700-000-00- -	\$60.02			
Dairy	130-4700-5310-0000-3700-000-00- -	\$60.02			
Dairy	130-4700-5310-0000-3700-000-00- -	\$112.03			
Dairy	130-4700-5310-0000-3700-000-00- -	\$236.10			
Dairy	130-4700-5310-0000-3700-000-00- -	\$240.03			
Dairy	130-4700-5310-0000-3700-000-00- -	\$210.21			
Dairy	130-4700-5310-0000-3700-000-00- -	\$164.23			
Dairy	130-4700-5310-0000-3700-000-00- -	\$300.23	Check Amount	\$1,427.80	
<b>Berkeley Live Scan (007717/2)</b>					
Check # 50000849, Dated 05/05/2011, Printed (RG000127), PO# P11-01075, Batchld AP05052011A					
Fingerprinting	010-5838-0000-0000-7400-000-00- -	\$1,880.00	Check Amount	\$1,880.00	
<b>CENTER FOR EARLY INT. ON DEAFNESS (006336/1)</b>					
Check # 50000850, Dated 05/05/2011, Printed (RG000127), PO# P11-00030, Batchld AP05052011A					
10/11 Basic Ed & Speech & Language Services	010-5825-6500-5750-1180-000-65- -	\$1,760.00			
10/11 Basic Ed & Speech & Language Services	010-5825-6500-5750-1180-000-65- -	\$3,006.50	Check Amount	\$4,766.50	
<b>CHILDREN'S LEARNING CENTER (000103/1)</b>					
Check # 50000851, Dated 05/05/2011, Printed (RG000127), PO# P11-00031, Batchld AP05052011A					
10/11 Educational Services	010-5825-6500-5750-1180-000-65- -	\$10,395.00	Check Amount	\$10,395.00	



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HSBC BUSINESS SOLUTIONS (006700/1)	Check # 50000852, Dated 05/05/2011, Printed (RG000127), PO# P11-00699, Batchid AP05052011A		
food	130-4700-5310-0000-3700-000-00 -	\$739.26	Check Amount \$739.26
DELTA EDUCATION (000193/4)	Check # 50000853, Dated 05/05/2011, Printed (RG000127), PO# P11-00356, Batchid AP05052011A		
Textbooks (Elem)	010-4300-6300-1110-1000-000-00 -	\$619.52	Check Amount \$619.52
DICK BLICK ART MATERIALS (000147/1)	Check # 50000854, Dated 05/05/2011, Printed (RG000127), PO# P11-00966, Batchid AP05052011A		
art materials for Marin	010-4300-9020-1110-1000-003-03 -	\$639.25	
art materials for Marin	010-4300-9020-1110-1000-003-03 -	\$246.16	Check Amount \$885.41
DOCUMENT TRACKING SERVICES (006526/1)	Check # 50000855, Dated 05/05/2011, Printed (RG000127), PO# , Batchid AP05052011A		
04/2011-04/2012 licensing agreement	010-5825-0000-0000-7200-000-00 -	\$1,525.00	Check Amount \$1,525.00
Enterprise Rent-A-Car (007650/2)	Check # 50000856, Dated 05/05/2011, Printed (RG000127), PO# P11-00852, Batchid AP05052011A		
van rental/when AUSD vans are not avail (SPED)	010-5670-7230-5001-3600-000-00 -	\$49.87	Check Amount \$49.87
FALTZ ASSOCIATES INC. (002688/1)	Check # 50000857, Dated 05/05/2011, Printed (RG000127), PO# P11-00399, Batchid AP05052011A		
speech therapy services for one student/non-public	010-5825-6500-5750-1180-000-65 -	\$512.50	Check Amount \$512.50
Fat Brain Toys (007736/1)	Check # 50000858, Dated 05/05/2011, Printed (RG000127), PO# P11-01146, Batchid AP05052011A		
wedgits explorer (Cornell)	010-4300-9020-1110-1000-001-01 -	\$116.32	Check Amount \$116.32
TONY FENG C/O CENTRAL KITCHEN (005681/1)	Check # 50000859, Dated 05/05/2011, Printed (RG000127), PO# P11-01212, Batchid AP05052011A		
reimb for work shoes	130-4300-5310-0000-3700-000-00 -	\$80.00	Check Amount \$80.00
FOOD 4 THOUGHT, LLC (007143/1)	Check # 50000860, Dated 05/05/2011, Printed (RG000127), PO# P11-00703, Batchid AP05052011A		
Food	130-4700-5310-0000-3700-000-00 -	\$296.00	Check Amount \$296.00
GOLD STAR FOODS (002941/2)	Check # 50000861, Dated 05/05/2011, Printed (RG000127), PO# P11-00698, Batchid AP05052011A		
Food	130-4700-5310-0000-3700-000-00 -	\$2,274.60	Check Amount \$2,274.60
HAPPY PRODUCE (000391/1)	Check # 50000862, Dated 05/05/2011, Printed (RG000127), PO# P11-00396, Batchid AP05052011A		
culinary arts - food	010-4300-9020-1131-1000-038-38 -	\$26.46	
culinary arts - food	010-4300-9020-1131-1000-038-38 -	\$5.00	
culinary arts - food	010-4300-9020-1131-1000-038-38 -	\$10.75	
culinary arts - food	010-4300-9020-1131-1000-038-38 -	\$96.41	Check Amount \$138.62
Aisha Khan (007799/1)	Check # 50000863, Dated 05/05/2011, Printed (RG000127), PO# , Batchid AP05052011A		
reimb for Secondary Transition Conference expenses	010-5200-6520-5770-4000-000-00 -	\$49.76	Check Amount \$49.76
ADRIENNE KOHN C/O CORNELL FLEM (005299/1)	Check # 50000864, Dated 05/05/2011, Printed (RG000127), PO# P11-01151, Batchid AP05052011A		
reimb for classroom supplies	010-4300-9020-1110-1000-001-01 -	\$49.24	Check Amount \$49.24
UC REGENTS / UC BERKELEY (001933/4)	Check # 50000865, Dated 05/05/2011, Printed (RG000127), PO# P11-01066, Batchid AP05052011A		
Marin 04/28/11 LHS trip	010-5810-0108-1110-1000-003-03 -	\$275.00	Check Amount \$275.00
LIGHTSPEED TECHNOLOGIES (005911/1)	Check # 50000866, Dated 05/05/2011, Printed (RG000127), PO# P11-01192, Batchid AP05052011A		
4 classroom microphones & batteries (Cornell)	010-4300-1100-1110-1000-001-01 -	\$1,636.66	Check Amount \$1,636.66
MAGGIORA BAKING CO (000577/1)	Check # 50000867, Dated 05/05/2011, Printed (RG000127), PO# P11-00701, Batchid AP05052011A		
Food	130-4700-5310-0000-3700-000-00 -	\$150.00	
Food	130-4700-5310-0000-3700-000-00 -	\$164.75	Check Amount \$314.75
MARGARET MOWRY EVANS (006754/1)	Check # 50000868, Dated 05/05/2011, Printed (RG000127), PO# P11-00008, Batchid AP05052011A		
10/11 Case Management/Academic Instruction	010-5825-6500-5750-1180-000-65 -	\$1,150.00	Check Amount \$1,150.00
OFFICE DEPOT (000048/1)	Check # 50000869, Dated 05/05/2011, Printed (RG000127), PO# P11-01165, Batchid AP05052011A		
supplies	010-4300-1100-1110-1000-001-01 -	\$3,036.35	
supplies	010-4300-1100-1110-1000-001-01 -	\$82.62	
supplies	010-4300-0000-0000-7700-000-00 -	\$78.03	
supplies	010-4300-1100-1110-1000-038-38 -	\$162.52	
supplies	010-4300-0370-1110-1000-038-38 -	\$179.14	
supplies	010-4300-1100-1110-1000-038-38 -	\$147.43	
supplies	010-4300-0370-1110-1000-038-38 -	\$162.51	
supplies	010-4300-1100-1110-1000-001-01 -	\$69.80	
supplies	010-4300-1100-1110-1000-001-01 -	\$53.63	
supplies	010-4300-9020-1110-1000-001-01 -	\$3.19	
supplies	010-4300-1100-1110-1000-001-01 -	\$902.43	
supplies	010-4300-9020-1110-1000-001-01 -	\$193.43	
supplies	010-4300-9020-1110-1000-001-01 -	\$42.69	
supplies	010-4300-9020-1110-1000-001-01 -	\$26.03	
supplies	010-4300-9020-1110-1000-001-01 -	\$249.80	Check Amount \$5,389.60
PRUDENTIAL OVERALL SUPPLY (005371/1)	Check # 50000870, Dated 05/05/2011, Printed (RG000127), PO# P11-00012, Batchid AP05052011A		
10/11 Uniform Service	010-5800-0000-0000-8200-000-00 -	\$187.30	Check Amount \$187.30
SUNESYS (006974/2)	Check # 50000871, Dated 05/05/2011, Printed (RG000127), PO# P11-00083, Batchid AP05052011A		
10/11 LICENSE FEE FOR MANAGED SERVICES	010-5825-0000-0000-7700-000-00 -	\$2,715.68	Check Amount \$2,715.68
SYSCO FOOD SERVICES (000565/2)	Check # 50000872, Dated 05/05/2011, Printed (RG000127), PO# P11-00696, Batchid AP05052011A		
Food & Supplies	130-4700-5310-0000-3700-000-00 -	\$1,596.62	
Food & Supplies	130-4710-5310-0000-3700-000-00 -	\$287.40	Check Amount \$1,884.02
Transparent Therapy (007711/1)	Check # 50000873, Dated 05/05/2011, Printed (RG000127), PO# P11-01046, Batchid AP05052011A		
speech therapist	010-5825-6500-5750-1180-000-65 -	\$8,760.00	Check Amount \$8,760.00
VEND MART (000719/1)	Check # 50000874, Dated 05/05/2011, Printed (RG000127), PO# P11-00695, Batchid AP05052011A		
Food & Supplies	130-4700-5310-0000-3700-000-00 -	\$104.11	Check Amount \$104.11
Wildcat Farmers (007619/1)	Check # 50000875, Dated 05/05/2011, Printed (RG000127), PO# P11-01187, Batchid AP05052011A		
garden care	130-5825-5310-0000-3700-000-00 -	\$920.00	Check Amount \$920.00
ACSIG - DELTA DENTAL (000413/1)	Check # 50001386, Dated 05/10/2011, Printed (RG000128), PO# , Batchid AP05102011B		
04/11 premium	010-9534- - - - -	\$40,108.88	
04/11 premium	010-9534- - - - -	\$1,054.67	
04/11 employee contribution	010-9534- - - - -	(\$2,389.21)	Check Amount \$38,774.34
ACSIG - VISION INSURANCE (000412/1)	Check # 50001387, Dated 05/10/2011, Printed (RG000128), PO# , Batchid AP05102011B		

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04/11 premium	010-9534- - - - -	\$11,561.55	
04/11 employee contribution	010-9534- - - - -	(\$530.27)	Check Amount \$11,031.28
Alameda Co. Health Care (006342/3)	Check # 50001388, Dated 05/10/2011, Printed (RG000128), PO# ,Batchld AP05102011B		
harness for PC & suspension system for walker (SELPA)	010-5825-6502-5050-2200-069-00- -	\$660.11	
slinky, elefun & stack/nest barrels (SELPA)	010-5825-6502-5050-2200-069-00- -	\$33.61	Check Amount \$693.72
AMTRAK-GROUP SALES (007427/1)	Check # 50001389, Dated 05/10/2011, Printed (RG000128), PO# ,Batchld AP05102011B		
125 Amtrak tickets for 05/19 O.V. trip	010-5810-0108-1110-1000-004-04- -	\$1,000.00	Check Amount \$1,000.00
ANGEL ISLAND STATE PARK (006371/1)	Check # 50001390, Dated 05/10/2011, Printed (RG000128), PO# ,Batchld AP05102011B		
06/01/11 AHS Angel Island trip	010-5810-9020-1110-1000-038-38- -	\$75.00	Check Amount \$75.00
AQUA SENSE FIRE PROTECTION (007498/1)	Check # 50001391, Dated 05/10/2011, Printed (RG000128), PO# P11-00232, Batchld AP05102011B		
Annual Fire Certification (CO,MA,OV,AMS,AHS)	010-5670-8150-0000-8110-000-00- -	\$750.00	Check Amount \$750.00
AT&T (005220/4)	Check # 50001392, Dated 05/10/2011, Printed (RG000128), PO# ,Batchld AP05102011B		
04/28-03/27 service	010-5930-6502-5050-2200-069-00- -	\$40.10	Check Amount \$40.10
Be GLAD, LLC (007655/1)	Check # 50001393, Dated 05/10/2011, Printed (RG000128), PO# ,Batchld AP05102011B		
GLAD training for 20 employees	010-5200-7091-0000-2100-000-00- -	\$19,900.00	Check Amount \$19,900.00
BERKELEY FARMS (006683/1)	Check # 50001394, Dated 05/10/2011, Printed (RG000128), PO# P11-00702, Batchld AP05102011B		
Dairy	130-4700-5310-0000-3700-000-00- -	\$44.73	
Dairy	130-4700-5310-0000-3700-000-00- -	\$89.46	
Dairy	130-4700-5310-0000-3700-000-00- -	\$44.73	
Dairy	130-4700-5310-0000-3700-000-00- -	\$91.22	
Dairy	130-4700-5310-0000-3700-000-00- -	\$186.85	
Dairy	130-4700-5310-0000-3700-000-00- -	\$174.91	
Dairy	130-4700-5310-0000-3700-000-00- -	\$203.32	
Dairy	130-4700-5310-0000-3700-000-00- -	\$83.99	
Dairy	130-4700-5310-0000-3700-000-00- -	\$277.82	Check Amount \$1,197.03
BEYOND THE CLASSROOM (000107/1)	Check # 50001395, Dated 05/10/2011, Printed (RG000128), PO# P11-00158, Batchld AP05102011B		
10/11 Deaf & Hard of Hearing Related Services	010-5825-6500-5750-1180-000-65- -	\$154.00	
10/11 Deaf & Hard of Hearing Related Services	010-5825-6500-5750-1180-000-65- -	\$56.00	
10/11 Deaf & Hard of Hearing Related Services	010-5825-6500-5750-1180-000-65- -	\$385.00	
10/11 Deaf & Hard of Hearing Related Services	010-5825-6500-5750-1180-000-65- -	\$84.00	
10/11 Deaf & Hard of Hearing Related Services	010-5825-6500-5750-1180-000-65- -	\$28.00	
10/11 Deaf & Hard of Hearing Related Services	010-5825-6500-5750-1180-000-65- -	\$126.00	Check Amount \$833.00
MICKEY CABODI (003303/1)	Check # 50001396, Dated 05/10/2011, Printed (RG000128), PO# P11-01160, Batchld AP05102011B		
landing for ramp at SELPA trailer	010-4300-8150-0000-8110-000-00- -	\$600.00	Check Amount \$600.00
CAROLINA BIOLOGICAL SUPPLY CO (000920/1)	Check # 50001397, Dated 05/10/2011, Printed (RG000128), PO# P11-01179, Batchld AP05102011B		
AHS science materials	010-4300-9020-1138-1000-038-38- -	\$1,832.44	Check Amount \$1,832.44
IVY CHEN, MPH (004427/1)	Check # 50001398, Dated 05/10/2011, Printed (RG000128), PO# ,Batchld AP05102011B		
10/11 Cornell Sexuality Education	010-5825-9020-1110-1000-001-01- -	\$1,875.00	
10/11 Marin Sexuality Education	010-5825-9020-1110-1000-003-03- -	\$1,875.00	
10/11 Ocean View Sexuality Education	010-5825-9020-1110-1000-004-04- -	\$2,625.00	Check Amount \$6,375.00
CITY OF BERKELEY (006080/2)	Check # 50001399, Dated 05/10/2011, Printed (RG000128), PO# ,Batchld AP05102011B		
05/26/11 Marin Adventure Playground trip	010-5810-0108-1110-1000-003-03- -	\$133.00	Check Amount \$133.00
CITY OF BERKELEY (006080/2)	Check # 50001400, Dated 05/10/2011, Printed (RG000128), PO# ,Batchld AP05102011B		
05/31/11 Marin Adventure Playground trip	010-5810-0108-1110-1000-003-03- -	\$133.00	Check Amount \$133.00
COPY CENTRAL MANAGEMENT OFFICE (004453/3)	Check # 50001401, Dated 05/10/2011, Printed (RG000128), PO# P11-01190, Batchld AP05102011B		
ACC brochures	120-4300-0000-8500-8200-000-00- -	\$190.97	Check Amount \$190.97
MARYWIN DEEGAN (006906/1) (DEEGAN, MA)	Check # 50001402, Dated 05/10/2011, Printed (RG000128), PO# P11-00010, Batchld AP05102011B		
10/11 Augmentative Communication Services	010-5825-6500-5750-1180-000-65- -	\$1,092.50	Check Amount \$1,092.50
DEPARTMENT OF JUSTICE (000604/1)	Check # 50001403, Dated 05/10/2011, Printed (RG000128), PO# ,Batchld AP05102011B		
04/11 fingerprint fees	010-5838-0000-0000-7400-000-00- -	\$6,149.00	Check Amount \$6,149.00
EBMUD (000224/2)	Check # 50001404, Dated 05/10/2011, Printed (RG000128), PO# ,Batchld AP05102011B		
02/28-04/28 service	010-5555-0000-1110-8200-038-00- -	\$315.57	
02/28-04/28 service	010-5555-0000-1110-8200-038-00- -	\$844.43	Check Amount \$1,160.00
Employment Development Dept. (007101/2)	Check # 50001405, Dated 05/10/2011, Printed (RG000128), PO# ,Batchld AP05102011B		
2011 1st qtr. LEC	010-3502-0000-0000-7200-000-00- -	\$2,479.37	Check Amount \$2,479.37
EUNICE GOURMET (005553/1)	Check # 50001406, Dated 05/10/2011, Printed (RG000128), PO# P11-00567, Batchld AP05102011B		
Lunch for 10/11 Director's Council Meetings	010-4300-6502-5050-2200-069-00- -	\$80.00	Check Amount \$80.00
FOOD 4 THOUGHT, LLC (007143/1)	Check # 50001407, Dated 05/10/2011, Printed (RG000128), PO# P11-00703, Batchld AP05102011B		
Food	130-4700-5310-0000-3700-000-00- -	\$458.60	Check Amount \$458.60
GOLD STAR FOODS (002941/2)	Check # 50001408, Dated 05/10/2011, Printed (RG000128), PO# P11-00698, Batchld AP05102011B		
Food	130-4700-5310-0000-3700-000-00- -	\$2,314.70	
Food	130-4700-5310-0000-3700-000-00- -	\$152.32	Check Amount \$2,467.02
HOME DEPOT CREDIT SERVICES (000495/2)	Check # 50001409, Dated 05/10/2011, Printed (RG000128), PO# P11-00653, Batchld AP05102011B		
Open for Hardware	010-4300-8150-0000-8110-000-00- -	\$55.07	
Open for Hardware	010-4300-8150-0000-8110-000-00- -	\$55.07	
Open for Hardware	010-4300-8150-0000-8110-000-00- -	(\$55.07)	Check Amount \$55.07
LEAP...IMAGINATION IN LEARNING (007338/2)	Check # 50001410, Dated 05/10/2011, Printed (RG000128), PO# ,Batchld AP05102011B		
O.V. Visual Arts Services/final invoice	010-5800-9030-1110-1000-004-00- -	\$4,478.50	Check Amount \$4,478.50
JUDITH LUNGER-BERGH (007244/1)	Check # 50001411, Dated 05/10/2011, Printed (RG000128), PO# P11-00164, Batchld AP05102011B		
10/11 Consultation & Staff Training	010-5825-6500-5750-1180-000-65- -	\$85.00	Check Amount \$85.00
MAGGIORA BAKING CO (000577/1)	Check # 50001412, Dated 05/10/2011, Printed (RG000128), PO# P11-00701, Batchld AP05102011B		
Food	130-4700-5310-0000-3700-000-00- -	\$94.90	
Food	130-4700-5310-0000-3700-000-00- -	\$137.90	



May 2011 Warrant Listing			P101	
Food	130-4700-5310-0000-3700-000-00--	\$44.10		
Food	130-4700-5310-0000-3700-000-00--	\$204.70		
Food	130-4700-5310-0000-3700-000-00--	\$268.50	Check Amount	\$750.10
<b>PACT (006057/1)</b>	<b>Check # 50001413, Dated 05/10/2011, Printed (RG000128), PO# P11-00206, BatchId AP05102011B</b>			
Specialized Augmentative & Assistive Technology	010-5825-6500-5750-1180-000-65--	\$190.00	Check Amount	\$190.00
<b>PG&amp;E (000029/1)</b>	<b>Check # 50001414, Dated 05/10/2011, Printed (RG000128), PO# , BatchId AP05102011B</b>			
03/26-04/26 service	010-5520-0000-1110-8200-001-00--	\$110.99		
03/26-04/26 service	120-5520-0000-8500-8200-000-00--	\$19.61	Check Amount	\$130.60
<b>San Francisco Zoo (007800/1)</b>	<b>Check # 50001415, Dated 05/10/2011, Printed (RG000128), PO# , BatchId AP05102011B</b>			
AHS S.F. Zoo admission for 33 on 05/20/11	010-5810-9020-1131-1000-038-38--	\$396.00	Check Amount	\$396.00
<b>SMART &amp; FINAL (007595/2)</b>	<b>Check # 50001416, Dated 05/10/2011, Printed (RG000128), PO# P11-00457, BatchId AP05102011B</b>			
Mgmt. meeting supplies	010-4300-0000-0000-2700-033-00--	\$220.71	Check Amount	\$220.71
<b>STAR ELEVATOR INC (000998/1)</b>	<b>Check # 50001417, Dated 05/10/2011, Printed (RG000128), PO# P11-00034, BatchId AP05102011B</b>			
Elevator Service for the 10/11 School Year (AHS)	010-5610-0000-1110-8200-038-00--	\$291.86	Check Amount	\$291.86
<b>UNITED PARCEL SERVICE (000033/1)</b>	<b>Check # 50001418, Dated 05/10/2011, Printed (RG000128), PO# , BatchId AP05102011B</b>			
SPED shipping charges	010-5920-6500-5001-2100-000-65--	\$16.03	Check Amount	\$16.03
<b>RICHARD WALKER (001054/1)</b>	<b>Check # 50001419, Dated 05/10/2011, Printed (RG000128), PO# , BatchId AP05102011B</b>			
04/11 Captioning Services	010-5825-6500-5750-1180-000-65--	\$4,675.00	Check Amount	\$4,675.00
<b>WILLIAMS SCOTSMAN, INC. (005507/2)</b>	<b>Check # 50001420, Dated 05/10/2011, Printed (RG000128), PO# P11-00085, BatchId AP05102011B</b>			
Portable Classroom Rent (Marin)	010-5621-0000-1110-8700-003-00--	\$414.90		
Portable Classroom Rent (Cornell)	250-5621-0000-0000-8700-001-00--	\$579.90		
Portable Classroom Rent (Cornell)	250-5621-0000-0000-8700-001-00--	\$567.90	Check Amount	\$1,562.70
<b>A &amp; E ASPHALT MAINT. (007399/1)</b>	<b>Check # 50001887, Dated 05/12/2011, Printed (RG000129), PO# , BatchId AP05122011A</b>			
repair Marin playground asphalt	010-4300-9006-1110-1000-003-03--	\$3,400.00	Check Amount	\$3,400.00
<b>A BETTER CHANCE SCHOOL (004750/1)</b>	<b>Check # 50001888, Dated 05/12/2011, Printed (RG000129), PO# P11-00154, BatchId AP05122011A</b>			
10/11 Specialized Academic Program Services	010-5825-6500-5750-1180-000-65--	\$2,476.83	Check Amount	\$2,476.83
<b>ALBANY EDUCATION FOUNDATION (005070/1)</b>	<b>Check # 50001889, Dated 05/12/2011, Printed (RG000129), PO# , BatchId AP05122011A</b>			
refund for unused funds/Cornell SF Symphony trip	010-5810-0108-1110-1000-001-01--	\$200.00	Check Amount	\$200.00
<b>Laura Allen (007805/1)</b>	<b>Check # 50001890, Dated 05/12/2011, Printed (RG000129), PO# , BatchId AP05122011A</b>			
AP test refund	010-8699-0103- - -038- --	\$79.00	Check Amount	\$79.00
<b>APPLE COMPUTER INC. (000139/2)</b>	<b>Check # 50001891, Dated 05/12/2011, Printed (RG000129), PO# P11-01225, BatchId AP05122011A</b>			
1 iMac for O.V.	010-4300-1100-1110-1000-004-04--	\$1,388.03	Check Amount	\$1,388.03
<b>Aramark Uniform Service (007442/2)</b>	<b>Check # 50001892, Dated 05/12/2011, Printed (RG000129), PO# P11-00091, BatchId AP05122011A</b>			
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$56.55		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$36.83		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$36.83		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$28.00		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$85.32		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$56.55		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$37.79		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$36.83		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$50.39		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$89.26		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$58.92		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$37.79		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$40.77		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$52.07		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$91.62		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$62.85		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$39.47		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$39.20		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$50.39		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$85.32		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$56.55		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$37.79		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$36.83		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$52.91		
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$62.15	Check Amount	\$1,318.98
<b>AT&amp;T (005220/6)</b>	<b>Check # 50001893, Dated 05/12/2011, Printed (RG000129), PO# , BatchId AP05122011A</b>			
05/01/11 charges	010-5930-0000-0000-8200-000-00--	\$66.04	Check Amount	\$66.04
<b>SARA BACKOWSKI C/O AMS (005525/1)</b>	<b>Check # 50001894, Dated 05/12/2011, Printed (RG000129), PO# P11-00416, BatchId AP05122011A</b>			
Reimb for Science Supplies	010-4300-1100-1110-1000-016-16--	\$50.00	Check Amount	\$50.00
<b>BARNES &amp; NOBLE INC (001667/2)</b>	<b>Check # 50001895, Dated 05/12/2011, Printed (RG000129), PO# P11-01191, BatchId AP05122011A</b>			
Cornell classroom books	010-4300-9020-1110-1000-001-01--	\$83.82	Check Amount	\$83.82
<b>MONICA BARRY C/O OCEAN VIEW (006186/1)</b>	<b>Check # 50001896, Dated 05/12/2011, Printed (RG000129), PO# , BatchId AP05122011A</b>			
reimb for classroom supplies	010-4300-9020-1110-1000-004-04--	\$50.00	Check Amount	\$50.00
<b>BLUE &amp; GOLD FLEET (003422/2)</b>	<b>Check # 50001897, Dated 05/12/2011, Printed (RG000129), PO# , BatchId AP05122011A</b>			
06/01/11 ferry tickets (AHS)	010-5810-0108-1110-1000-038-38--	\$324.00	Check Amount	\$324.00
<b>GERTRUDE BOSKIN (004367/1)</b>	<b>Check # 50001898, Dated 05/12/2011, Printed (RG000129), PO# , BatchId AP05122011A</b>			
AP test refund	010-8699-0103- - -038- --	\$158.00	Check Amount	\$158.00
<b>CDW GOVERNMENT INC (003267/2)</b>	<b>Check # 50001899, Dated 05/12/2011, Printed (RG000129), PO# P11-01226, BatchId AP05122011A</b>			
4 hard drives for O.V. iMacs	010-4300-1100-1110-1000-004-04--	\$197.94	Check Amount	\$197.94
<b>Shiah Chang (007803/1)</b>	<b>Check # 50001900, Dated 05/12/2011, Printed (RG000129), PO# , BatchId AP05122011A</b>			

May 2011 Warrant Listing					
AP test refund	010-8699-0103- - -038- - -	\$79.00	Check Amount	\$79.00	
Agnes Chen (007801/1)	Check # 50001901, Dated 05/12/2011, Printed (RG000129), PO# ,Batchld AP05122011A				
refund for cancelled AAS painting class	110-8671-0000- - - - -	\$85.00	Check Amount	\$85.00	
Yujie Chen (001281/1)	Check # 50001902, Dated 05/12/2011, Printed (RG000129), PO# ,Batchld AP05122011A				
AP test refund	010-8699-0103- - -038- - -	\$79.00	Check Amount	\$79.00	
Gregory Chin (007804/1)	Check # 50001903, Dated 05/12/2011, Printed (RG000129), PO# ,Batchld AP05122011A				
AP test refund	010-8699-0103- - -038- - -	\$79.00	Check Amount	\$79.00	
CITY OF BERKELEY (006080/2)	Check # 50001904, Dated 05/12/2011, Printed (RG000129), PO# ,Batchld AP05122011A				
06/02/11 Marin Adventure Playground trip	010-5810-0108-1110-1000-003-03- -	\$133.00	Check Amount	\$133.00	
Krystal Coleman (007694/1)	Check # 50001905, Dated 05/12/2011, Printed (RG000129), PO# ,Batchld AP05122011A				
03/15-04/22 mileage reimb	010-5200-0000-0000-7100-000-00- -	\$74.97	Check Amount	\$74.97	
CONTRA COSTA COLLEGE (003124/1)	Check # 50001906, Dated 05/12/2011, Printed (RG000129), PO# ,Batchld AP05122011A				
Courses for Students in Access Transition Class	010-5825-6500-5750-1110-039-65- -	\$358.00	Check Amount	\$358.00	
HSBC BUSINESS SOLUTIONS (006700/1)	Check # 50001907, Dated 05/12/2011, Printed (RG000129), PO# P11-00699, Batchld AP05122011A				
Food & Supplies	130-4700-5310-0000-3700-000-00- -	\$877.94			
Food & Supplies	130-4710-5310-0000-3700-000-00- -	\$147.66	Check Amount	\$1,025.60	
DANIELSEN (000512/1)	Check # 50001908, Dated 05/12/2011, Printed (RG000129), PO# P11-00697, Batchld AP05122011A				
food	130-4700-5310-0000-3700-000-00- -	\$644.15			
Cornell math club snacks	010-4300-0395-1110-1000-001-01- -	\$109.91			
O.V. food	010-4300-9006-1110-1000-004-04- -	\$442.96	Check Amount	\$1,197.02	
DELTA DENTAL (000260/2)	Check # 50001909, Dated 05/12/2011, Printed (RG000129), PO# ,Batchld AP05122011A				
05/11 premium	010-9534- - - - -	\$4,818.94	Check Amount	\$4,818.94	
DESIGN SPACE MODULAR BUILDINGS (007355/2)	Check # 50001910, Dated 05/12/2011, Printed (RG000129), PO# P11-00080, Batchld AP05122011A				
10/11 D.O. Lease	140-5621-0000-0000-8100-000-00- -	\$4,169.72	Check Amount	\$4,169.72	
EAST BAY PAINT & DECORATOR CTR (000369/2)	Check # 50001911, Dated 05/12/2011, Printed (RG000129), PO# P11-00109, Batchld AP05122011A				
Open for 10/11 Paint Materials	010-4300-8150-0000-8110-000-00- -	\$261.67	Check Amount	\$261.67	
FAGEN FRIEDMAN & FULFROST, LLP (006437/1)	Check # 50001912, Dated 05/12/2011, Printed (RG000129), PO# ,Batchld AP05122011A				
02/11 legal services	010-5826-0000-0000-7100-000-00- -	\$4,548.00			
02/11 legal services	010-5826-6500-5001-7100-000-65- -	\$4,283.00			
03/11 legal services	010-5826-0000-0000-7100-000-00- -	\$14,341.30			
03/11 legal services	010-5826-6500-5001-7100-000-65- -	\$2,310.00	Check Amount	\$25,482.30	
Laidlaw Transit, Inc. (007019/4)	Check # 50001913, Dated 05/12/2011, Printed (RG000129), PO# P11-00330, Batchld AP05122011A				
Buses for 10/11 year (Athletics)	010-5810-9021-1110-4200-038-38- -	\$353.00	Check Amount	\$353.00	
HANDWRITING WITHOUT TEARS (002597/2)	Check # 50001914, Dated 05/12/2011, Printed (RG000129), PO# P11-01222, Batchld AP05122011A				
Marin classroom materials	010-4300-0395-1110-1000-003-03- -	\$2,323.44	Check Amount	\$2,323.44	
Debbie Herndon C/O SELPA (007614/1)	Check # 50001915, Dated 05/12/2011, Printed (RG000129), PO# ,Batchld AP05122011A				
11/05-04/05 mileage reimb	010-5200-6502-5050-2200-069-00- -	\$189.60	Check Amount	\$189.60	
Teresa Hickman (007773/1)	Check # 50001916, Dated 05/12/2011, Printed (RG000129), PO# ,Batchld AP05122011A				
May & June Zumba classes at Ocean View	010-4300-9020-1110-1000-004-04- -	\$100.00	Check Amount	\$100.00	
Bryan Higgins (001367/1)	Check # 50001917, Dated 05/12/2011, Printed (RG000129), PO# ,Batchld AP05122011A				
AP test refund	010-8699-0103- - -038- - -	\$79.00	Check Amount	\$79.00	
HYDREX- HAYWARD (006625/1)	Check # 50001918, Dated 05/12/2011, Printed (RG000129), PO# ,Batchld AP05122011A				
AHS pest management	010-5610-8150-1110-8110-038-00- -	\$75.00			
AHS pest management	010-5610-8150-1110-8110-038-00- -	\$75.00			
AHS pest management	010-5610-8150-1110-8110-038-00- -	\$75.00	Check Amount	\$225.00	
INKWORKS (003839/1)	Check # 50001919, Dated 05/12/2011, Printed (RG000129), PO# ,Batchld AP05122011A				
Business Cards for Board Member	010-4300-0000-0000-7100-000-00- -	\$180.33	Check Amount	\$180.33	
Inland Leasing (007630/1)	Check # 50001920, Dated 05/12/2011, Printed (RG000129), PO# P11-00776, Batchld AP05122011A				
10/11 vending machine lease agreement	130-5600-5310-0000-3700-046-00- -	\$428.48	Check Amount	\$428.48	
Internet Child Safety (003482/1)	Check # 50001921, Dated 05/12/2011, Printed (RG000129), PO# ,Batchld AP05122011A				
CAC presentation (SELPA)	010-4300-6502-5050-2200-069-00- -	\$400.00	Check Amount	\$400.00	
BETSY KAYE (000879/1)	Check # 50001922, Dated 05/12/2011, Printed (RG000129), PO# P11-00332, Batchld AP05122011A				
Vision Services for impaired students	010-5825-6500-5750-1180-000-65- -	\$472.50	Check Amount	\$472.50	
KELLING NORTHCROSS & NOBRIGA (000062/1)	Check # 50001923, Dated 05/12/2011, Printed (RG000129), PO# P11-01103, Batchld AP05122011A				
Continuing Disclosure Statement-Bond	210-5800-0000-0000-8100-000-00- -	\$3,000.00			
Continuing Disclosure Statement-Bond	210-5800-0000-0000-8100-000-00- -	\$3,000.00	Check Amount	\$6,000.00	
LAKESHORE (000214/1)	Check # 50001924, Dated 05/12/2011, Printed (RG000129), PO# P11-01217, Batchld AP05122011A				
carpet for Cornell classroom	010-4300-9020-1110-1000-001-01- -	\$585.08	Check Amount	\$585.08	
LANGUAGE PEOPLE, INC. (006992/1)	Check # 50001925, Dated 05/12/2011, Printed (RG000129), PO# P11-00157, Batchld AP05122011A				
Sign Language Interpretation	010-5825-6500-5750-1180-000-65- -	\$450.00	Check Amount	\$450.00	
LESLIE CERAMICS SUPPLY CO., INC (000150/1)	Check # 50001926, Dated 05/12/2011, Printed (RG000129), PO# P11-00300, Batchld AP05122011A				
art supplies	010-4300-1100-1110-1000-016-16- -	\$94.69	Check Amount	\$94.69	
LOZANO SMITH (000057/1)	Check # 50001927, Dated 05/12/2011, Printed (RG000129), PO# ,Batchld AP05122011A				
03/11 legal services	010-5826-0000-0000-7100-000-00- -	\$75.00	Check Amount	\$75.00	
MICHAEL'S TRANSPORTATION SRV (003413/2)	Check # 50001928, Dated 05/12/2011, Printed (RG000129), PO# ,Batchld AP05122011A				
10/11 AMS Camp Arroyo transportation	010-5810-0108-1110-1000-016-16- -	\$1,880.00	Check Amount	\$1,880.00	
NOODLE TOOLS INC (005758/1)	Check # 50001929, Dated 05/12/2011, Printed (RG000129), PO# ,Batchld AP05122011A				
AHS Noodle Tools library subscription thru 09/04/12	010-4300-0395-1110-1000-038-38- -	\$324.00			
AHS Noodle Tools library subscription thru 09/04/12	010-5610-0395-1110-1000-038-38- -	\$324.00	Check Amount	\$648.00	
OFFICE DEPOT (000048/1)	Check # 50001930, Dated 05/12/2011, Printed (RG000129), PO# ,Batchld AP05122011A				
supplies	010-4300-0000-0000-7200-000-00- -	\$71.75			
	010-4300-1100-1110-1000-003-03- -	\$384.45			
supplies	010-4300-0000-0000-7200-000-00- -	\$4.47			

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supplies	010-4300-9020-1110-1000-003-03--	\$93.80			
supplies	010-4300-1100-1110-1000-016-16--	\$1,086.20			
supplies	010-4300-0000-0000-7200-000-00--	\$34.01	Check Amount	\$1,674.68	
SEAN OWENS C/O SPECIAL SERVICES (006354/)	Check # 50001931, Dated 05/12/2011, Printed (RG000129), PO# P11-00543, Batchld AP05122011A				
10/11 Mileage reimb	010-5200-6500-5001-2100-000-65--	\$86.72	Check Amount	\$86.72	
NCS PEARSON, INC. (006157/2)	Check # 50001932, Dated 05/12/2011, Printed (RG000129), PO# P11-01228, Batchld AP05122011A				
individual achievement test (SPED)	010-4300-6500-5001-3120-000-65--	\$364.33			
individual achievement test (SPED)	010-4300-0000-0000-3120-000-00--	\$364.33	Check Amount	\$728.66	
MICHAEL PRITCHARD (005733/1)	Check # 50001933, Dated 05/12/2011, Printed (RG000129), PO# , Batchld AP05122011A				
05/04/11 Life Steps program for Sped students	010-5200-9020-1110-2700-038-38--	\$200.00	Check Amount	\$200.00	
RICOH AMERICAS CORP.. (001524/4)	Check # 50001934, Dated 05/12/2011, Printed (RG000129), PO# , Batchld AP05122011A				
Ocean View copier supplies	010-4300-1100-1110-2700-004-04--	\$85.06	Check Amount	\$85.06	
Delia San Juan (007802/1)	Check # 50001935, Dated 05/12/2011, Printed (RG000129), PO# , Batchld AP05122011A				
AP test refund	010-8699-0103- - -038- - -	\$79.00	Check Amount	\$79.00	
PABLO E. SANCHEZ (006278/1)	Check # 50001936, Dated 05/12/2011, Printed (RG000129), PO# , Batchld AP05122011A				
04/11 grounds maint.	010-5825-0000-0000-8200-000-00--	\$1,500.00	Check Amount	\$1,500.00	
MARTHA SCHULTZ C/O NR SELPA (006368/1)	Check # 50001937, Dated 05/12/2011, Printed (RG000129), PO# P11-00573, Batchld AP05122011A				
Reimb for 10/11 conference & meeting supplies	010-4300-6502-5050-2200-069-00--	\$497.54	Check Amount	\$497.54	
MICHELLE SINCLAIR C/O OCEAN VIEW (005464/1)	Check # 50001938, Dated 05/12/2011, Printed (RG000129), PO# , Batchld AP05122011A				
AP test refund	010-8699-0103- - -038- - -	\$79.00	Check Amount	\$79.00	
SONOMA COE - LEGAL SERVICES (007415/1)	Check # 50001939, Dated 05/12/2011, Printed (RG000129), PO# , Batchld AP05122011A				
03/23 Student Services workshop/registration for 3	010-5200-0000-0000-7100-000-00--	\$60.00	Check Amount	\$60.00	
SPURR (001012/2)	Check # 50001940, Dated 05/12/2011, Printed (RG000129), PO# , Batchld AP05122011A				
04/11 gas	010-5520-0000-1110-8200-001-00--	\$396.72			
04/11 gas	010-5520-0000-1110-8200-003-00--	\$7.84			
04/11 gas	010-5520-0000-1110-8200-004-00--	\$730.53			
04/11 gas	010-5520-0000-8100-8200-005-00--	\$1,006.10			
04/11 gas	010-5520-0000-1110-8200-016-00--	\$837.89			
04/11 gas	010-5520-0000-3200-8200-033-00--	(\$209.77)			
04/11 gas	010-5520-0000-1110-8200-038-00--	\$315.40			
04/11 gas	010-5520-0000-0000-8200-000-00--	\$616.64			
04/11 gas	120-5520-0000-8500-8200-000-00--	\$594.51			
04/11 gas	010-5520-8150-0000-8200-000-00--	\$105.77	Check Amount	\$4,401.63	
SYSCO FOOD SERVICES (000565/2)	Check # 50001941, Dated 05/12/2011, Printed (RG000129), PO# P11-00696, Batchld AP05122011A				
food	130-4700-5310-0000-3700-000-00--	\$184.52	Check Amount	\$184.52	
Eric Tanaka C/O Special Services (007623/1)	Check # 50001942, Dated 05/12/2011, Printed (RG000129), PO# P11-00608, Batchld AP05122011A				
10/11 Mileage Reimb	010-5200-6500-5001-2100-000-65--	\$46.76	Check Amount	\$46.76	
TOSHIBA FINANCIAL SERVICES (004499/4)	Check # 50001943, Dated 05/12/2011, Printed (RG000129), PO# P11-00915, Batchld AP05122011A				
01/11-06/11 copier lease	010-5611-6500-5001-2100-000-00--	\$663.92			
01/11-06/11 copier lease	010-5611-0000-1110-2700-000-00--	\$3,983.54	Check Amount	\$4,647.46	
TOSHIBA BUSINESS SOLUTIONS (004499/5)	Check # 50001944, Dated 05/12/2011, Printed (RG000129), PO# , Batchld AP05122011A				
04/02-05/01 AMS copies	010-5610-1100-1110-2700-016-16--	\$14.75	Check Amount	\$14.75	
Verizon Wireless (004236/3)	Check # 50001945, Dated 05/12/2011, Printed (RG000129), PO# , Batchld AP05122011A				
03/20-04/19 service	010-5930-0000-0000-8200-000-00--	\$135.03			
03/20-04/19 service	010-5930-6502-5050-2200-069-00--	\$141.86	Check Amount	\$276.89	
VS ATHLETICS (007029/1)	Check # 50001946, Dated 05/12/2011, Printed (RG000129), PO# P11-00929, Batchld AP05122011A				
AHS Track supplies	010-4300-9021-1110-4200-038-38--	\$828.50	Check Amount	\$828.50	
WORTHINGTON DIRECT INC (002924/2)	Check # 50001947, Dated 05/12/2011, Printed (RG000129), PO# P11-01218, Batchld AP05122011A				
classroom chairs for Cornell	010-4300-1100-1110-1000-001-01--	\$2,432.22	Check Amount	\$2,432.22	
ZanShan Wu (007806/1)	Check # 50001948, Dated 05/12/2011, Printed (RG000129), PO# , Batchld AP05122011A				
AP test refund	010-8699-0103- - -038- - -	\$79.00	Check Amount	\$79.00	
YMCA CAMP ARROYO (000298/1)	Check # 50001949, Dated 05/12/2011, Printed (RG000129), PO# P11-00011, Batchld AP05122011A				
AMS 10/11 Camp Arroyo Trips	010-5810-0108-1110-1000-016-16--	\$1,774.00	Check Amount	\$1,774.00	
ALBANY HIGH SCHOOL-ASB (000794/1)	Check # 50002395, Dated 05/17/2011, Printed (RG000130), PO# , Batchld AP05172011				
reimb ASB for athletic officials	010-5800-9021-1110-4200-038-38--	\$3,497.00	Check Amount	\$3,497.00	
Aramark Uniform Service (007442/2)	Check # 50002396, Dated 05/17/2011, Printed (RG000130), PO# P11-00091, Batchld AP05172011				
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00--	\$31.72	Check Amount	\$31.72	
BART GROUP SALES (005698/1)	Check # 50002397, Dated 05/17/2011, Printed (RG000130), PO# , Batchld AP05172011				
06/07/11 BART tickets for Marin transportation trip	010-5810-0108-1110-1000-003-03--	\$301.25	Check Amount	\$301.25	
BAY ALARM (000068/3)	Check # 50002398, Dated 05/17/2011, Printed (RG000130), PO# P11-00006, Batchld AP05172011				
10/11 Fire & Security System Monitoring	140-5825-0000-0000-8100-000-00--	\$191.84			
10/11 Fire & Security System Monitoring	140-5825-0000-0000-8100-000-00--	\$343.60	Check Amount	\$535.44	
BERKELEY FARMS (006683/1)	Check # 50002399, Dated 05/17/2011, Printed (RG000130), PO# P11-00702, Batchld AP05172011				
Dairy	130-4700-5310-0000-3700-000-00--	\$106.13			
Dairy	130-4700-5310-0000-3700-000-00--	\$240.03			
Dairy	130-4700-5310-0000-3700-000-00--	\$218.16			
Dairy	130-4700-5310-0000-3700-000-00--	\$167.13	Check Amount	\$731.45	
BLUE & GOLD FLEET (003422/1)	Check # 50002400, Dated 05/17/2011, Printed (RG000130), PO# , Batchld AP05172011				
06/07/11 ferry tickets for Marin transportation trip	010-5810-0108-1110-1000-003-03--	\$200.00	Check Amount	\$200.00	
BOLLO CONSTRUCTION INC. (006579/1)	Check # 50002401, Dated 05/17/2011, Printed (RG000130), PO# P08-00979, Batchld AP05172011				
POOL PROJECT	210-6265-1711-0000-8500-005-00--	\$25,994.77	Check Amount	\$25,994.77	
DEBORAH BURNS-McCLOSKEY (007218/1)	Check # 50002402, Dated 05/17/2011, Printed (RG000130), PO# P11-00151, Batchld AP05172011				
10/11 Speech & Language Services	010-5825-6500-5750-1180-000-65--	\$162.00	Check Amount	\$162.00	

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CDW GOVERNMENT INC (003267/2)	Check # 50002403, Dated 05/17/2011, Printed (RG000130), PO# P11-01188, Batchld AP05172011		
screen for AMS food service	130-4400-5310-0000-3700-000-00- -	\$890.87	Check Amount \$890.87
CITY OF BERKELEY (006080/1)	Check # 50002404, Dated 05/17/2011, Printed (RG000130), PO# ,Batchld AP05172011		
05/25/11 Marin trip to Adventure Playground	010-5810-0108-1110-1000-003-03- -	\$133.00	Check Amount \$133.00
Coach America - Franciscan Lines (007733/1)	Check # 50002405, Dated 05/17/2011, Printed (RG000130), PO# P11-01133, Batchld AP05172011		
transportation for 05/06/11 AMS Great America trip	010-4300-9020-1110-1000-016-16- -	\$7,599.98	Check Amount \$7,599.98
CONSOLIDATED ENGINEERING LABS (007596/1)	Check # 50002406, Dated 05/17/2011, Printed (RG000130), PO# P11-00443, Batchld AP05172011		
Special testing & inspection services/Pool	210-6261-1711-0000-8500-005-00- -	\$5,754.61	
Special testing & inspection services/Pool	210-6261-1711-0000-8500-005-00- -	\$13,538.84	Check Amount \$19,293.45
CONTRA COSTA CO OFFICE OF ED (001943/2)	Check # 50002407, Dated 05/17/2011, Printed (RG000130), PO# P11-00778, Batchld AP05172011		
AB 430 Module training for Attiyeh	010-5200-0325-1110-2700-000-00- -	\$500.00	Check Amount \$500.00
DANIELSEN (000512/1)	Check # 50002408, Dated 05/17/2011, Printed (RG000130), PO# P11-00697, Batchld AP05172011		
food	130-4700-5310-0000-3700-000-00- -	\$937.10	
supplies	130-4710-5310-0000-3700-000-00- -	\$121.65	Check Amount \$1,058.75
FOOD 4 THOUGHT, LLC (007143/1)	Check # 50002409, Dated 05/17/2011, Printed (RG000130), PO# P11-00703, Batchld AP05172011		
food	130-4700-5310-0000-3700-000-00- -	\$181.95	Check Amount \$181.95
HAPPY PRODUCE (000391/1)	Check # 50002410, Dated 05/17/2011, Printed (RG000130), PO# P11-00396, Batchld AP05172011		
AHS culinary arts - food	010-4300-9020-1131-1000-038-38- -	\$27.78	
AHS culinary arts - food	010-4300-0350-7110-1000-038-00- -	\$43.34	
AHS culinary arts - food	010-4300-0350-7110-1000-038-00- -	\$81.34	Check Amount \$152.46
NORVELL HARRISON C/O AHS (000800/1)	Check # 50002411, Dated 05/17/2011, Printed (RG000130), PO# ,Batchld AP05172011		
10/11 reimb for work shoes	010-4300-1102-1110-8200-038-38- -	\$79.01	Check Amount \$79.01
HELEN JIANG C/O CENTRAL KITCHEN (006365/1)	Check # 50002412, Dated 05/17/2011, Printed (RG000130), PO# ,Batchld AP05172011		
04/05-05/10 mileage reimb	130-5200-5310-0000-3700-000-00- -	\$19.50	Check Amount \$19.50
McCRRARY CONSTRUCTION COMPANY (007599/1)	Check # 50002413, Dated 05/17/2011, Printed (RG000130), PO# P11-00724, Batchld AP05172011		
Albany Aquatic Center Project	210-6251-1711-0000-8500-005-00- -	\$570,255.30	Check Amount \$570,255.30
Borel Private Bank & Trust Co (007599/2)	Check # 50002414, Dated 05/17/2011, Printed (RG000130), PO# P11-00724, Batchld AP05172011		
Albany Aquatic Center Project (Retention)	210-6251-1711-0000-8500-005-00- -	\$63,361.70	Check Amount \$63,361.70
HELEN C MILLER (005929/1)	Check # 50002415, Dated 05/17/2011, Printed (RG000130), PO# P11-00153, Batchld AP05172011		
10/11 Assistive Technology Services	010-5825-6500-5750-1190-000-65- -	\$6,075.00	Check Amount \$6,075.00
KATHERINE MURRAY C/O CORNELL (007580/1)	Check # 50002416, Dated 05/17/2011, Printed (RG000130), PO# P11-01154, Batchld AP05172011		
reimb for classroom supplies	010-4300-9020-1110-1000-001-01- -	\$43.21	
reimb for classroom supplies	010-4300-9020-1110-1000-001-01- -	\$46.83	Check Amount \$90.04
NOODLE TOOLS INC (005758/1)	Check # 50002417, Dated 05/17/2011, Printed (RG000130), PO# ,Batchld AP05172011		
09/04/11-09/04/12 Noodle Tools subscription	010-4300-1100-1110-2420-016-16- -	\$216.00	
09/04/12-09/04/13 Noodle Tools subscription	010-4300-1100-1110-2420-016-16- -	\$216.00	Check Amount \$432.00
Okami Food, Inc. (007624/1)	Check # 50002418, Dated 05/17/2011, Printed (RG000130), PO# P11-00700, Batchld AP05172011		
Food	130-4700-5310-0000-3700-000-00- -	\$161.00	Check Amount \$161.00
NCS PEARSON, INC. (006157/2)	Check # 50002419, Dated 05/17/2011, Printed (RG000130), PO# P11-01216, Batchld AP05172011		
preschool language scales (SPED)	010-4300-6500-5001-3120-000-65- -	\$173.62	
preschool language scales (SPED)	010-4300-0000-0000-3120-000-00- -	\$173.63	Check Amount \$347.25
PRUDENTIAL OVERALL SUPPLY (005371/1)	Check # 50002420, Dated 05/17/2011, Printed (RG000130), PO# P11-00012, Batchld AP05172011		
10/11 Uniform Service	010-5800-0000-0000-8200-000-00- -	\$198.02	Check Amount \$198.02
San Francisco Museum of Modern Art (007811/1)	Check # 50002421, Dated 05/17/2011, Cancelled (RG000130), PO# ,Batchld AP05172011		
05/24/11 AHS trip	010-5810-0108-1110-1000-038-38- -	\$471.00	Check Amount \$471.00
ST. MARY'S COLLEGE OF CA (006324/2)	Check # 50002422, Dated 05/17/2011, Printed (RG000130), PO# ,Batchld AP05172011		
registration for 11/Saturday seminars	010-5200-4035-0000-2100-000-00- -	\$1,040.00	Check Amount \$1,040.00
ANDREW STARWBRIDGE C/O AHS (007072/1)	Check # 50002423, Dated 05/17/2011, Printed (RG000130), PO# ,Batchld AP05172011		
reimb for supplies	010-4300-9021-1110-4200-038-38- -	\$33.75	Check Amount \$33.75
SYSCO FOOD SERVICES (000565/2)	Check # 50002424, Dated 05/17/2011, Printed (RG000130), PO# P11-00696, Batchld AP05172011		
food	130-4700-5310-0000-3700-000-00- -	\$2,003.31	
supplies	130-4710-5310-0000-3700-000-00- -	\$424.46	
food	130-4700-5310-0000-3700-000-00- -	(\$18.27)	Check Amount \$2,409.50
PARENT (007189/2)	Check # 50002425, Dated 05/17/2011, Printed (RG000130), PO# P11-01059, Batchld AP05172011		
reimb for educational expenses	010-5827-6500-5001-7100-000-65- -	\$1,288.00	Check Amount \$1,288.00
MARY C. TOWNSEND (002539/1)	Check # 50002426, Dated 05/17/2011, Printed (RG000130), PO# P11-00023, Batchld AP05172011		
Plan & Facilitate Dist. Strategic Planning	010-5800-0000-0000-7100-000-00- -	\$2,625.00	Check Amount \$2,625.00
TROPICANA CHILLED (007385/1)	Check # 50002427, Dated 05/17/2011, Printed (RG000130), PO# P11-00694, Batchld AP05172011		
Beverages	130-4700-5310-0000-3700-000-00- -	\$354.00	Check Amount \$354.00
UC REGENTS (000070/1)	Check # 50002428, Dated 05/17/2011, Printed (RG000130), PO# P11-01316, Batchld AP05172011		
Binocular Vision Screening	010-5825-6500-5750-1180-000-65- -	\$205.00	Check Amount \$205.00
GISELLA VILLAFUERTE C/O KITCHEN (007564/1)	Check # 50002429, Dated 05/17/2011, Printed (RG000130), PO# ,Batchld AP05172011		
04/18-05/10 mileage reimb	130-5200-5310-0000-3700-000-00- -	\$8.16	Check Amount \$8.16
YMCA POINT BONITA OUTDOOR & (004873/1)	Check # 50002430, Dated 05/17/2011, Printed (RG000130), PO# P11-00923, Batchld AP05172011		
10/11 Ocean View Point Bonita trip	010-5810-0108-1110-1000-004-04- -	\$14,941.25	Check Amount \$14,941.25
ALAMEDA COUNTY OFFICE OF ED (000024/1)	Check # 50002688, Dated 05/19/2011, Printed (RG000131), PO# ,Batchld AP05192011A		
materials for equipment repair	010-4300-1102-1110-8200-003-03- -	\$436.84	Check Amount \$436.84
ALBANY BOWL (004177/1)	Check # 50002689, Dated 05/19/2011, Printed (RG000131), PO# ,Batchld AP05192011A		
06/02/11 bowling/Ocean View	010-5810-0108-1110-1000-004-04- -	\$1,635.00	Check Amount \$1,635.00
ALBANY BOWL (004177/1)	Check # 50002690, Dated 05/19/2011, Printed (RG000131), PO# ,Batchld AP05192011A		
06/10/11 bowling/Ocean View	010-5810-0108-1110-1000-004-04- -	\$168.00	Check Amount \$168.00
ANGEL ISLAND - TIBURON FERRY (006370/1)	Check # 50002691, Dated 05/19/2011, Printed (RG000131), PO# ,Batchld AP05192011A		
05/27/11 Ocean View ferry tickets	010-5810-0108-1110-1000-004-04- -	\$727.50	Check Amount \$727.50

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APPERSON (004446/3)	testing forms	Check # 50002692, Dated 05/19/2011, Printed (RG000131), PO# P11-01295, BatchId AP05192011A	010-4300-0000-0000-3160-000-00 - -	\$47.89	Check Amount	\$47.89			
Aramark Uniform Service (007442/2)	10/11 Dust Mop & Towel Service	Check # 50002693, Dated 05/19/2011, Printed (RG000131), PO# P11-00091, BatchId AP05192011A	010-5800-0000-0000-8200-000-00 - -	\$59.24	Check Amount	\$59.24			
ARROWHEAD MOUNTAIN SPRING (000095/2)	10/11 Marin Arrowhead water delivery	Check # 50002694, Dated 05/19/2011, Printed (RG000131), PO# P11-01094, BatchId AP05192011A	010-4300-9020-1110-1000-003-03 - -	\$66.60	Check Amount	\$66.60			
AT&T (000037/3)	05/07-06/06 service	Check # 50002695, Dated 05/19/2011, Printed (RG000131), PO# , BatchId AP05192011A	010-5930-0000-0000-8200-000-00 - -	\$339.88					
	05/07-06/06 service		010-5930-0000-0000-8200-000-00 - -	\$1,272.97	Check Amount	\$1,612.85			
AUSD REVOLVING FUND (000276/2)	04/11 service charge	Check # 50002696, Dated 05/19/2011, Printed (RG000131), PO# , BatchId AP05192011A	010-5800-0000-0000-7200-000-00 - -	\$106.25					
	reimb for returned ck# 1664		010-8699-0108- - -004 - -	\$208.00	Check Amount	\$314.25			
KC Distance Learning, Inc. (007422/2)	Aventa Learning enrollment (Mac High)	Check # 50002697, Dated 05/19/2011, Printed (RG000131), PO# , BatchId AP05192011A	010-4300-3010-3200-1000-033-33 - -	\$897.00	Check Amount	\$897.00			
BARNES & NOBLE INC (001667/2)	PE & Dance Music (AMS)	Check # 50002698, Dated 05/19/2011, Printed (RG000131), PO# P11-01119, BatchId AP05192011A	010-4300-1100-1100-1000-016-16 - -	\$169.56	Check Amount	\$169.56			
BERKELEY FARMS (006683/1)	Dairy	Check # 50002699, Dated 05/19/2011, Printed (RG000131), PO# P11-00702, BatchId AP05192011A	130-4700-5310-0000-3700-000-00 - -	\$59.64					
	Dairy		130-4700-5310-0000-3700-000-00 - -	\$180.26					
	Dairy		130-4700-5310-0000-3700-000-00 - -	\$158.15					
	Dairy		130-4700-5310-0000-3700-000-00 - -	\$164.59					
	Dairy		130-4700-5310-0000-3700-000-00 - -	\$217.71					
	Dairy		130-4700-5310-0000-3700-000-00 - -	\$144.36					
	Dairy		130-4700-5310-0000-3700-000-00 - -	\$298.47	Check Amount	\$1,223.18			
BERKELEY USD TRANSPORTATION (006060/2)	O.V. Berkeley Marina transportation	Check # 50002700, Dated 05/19/2011, Printed (RG000131), PO# P11-00957, BatchId AP05192011A	010-5800-9030-1110-1000-004-00 - -	\$175.00					
	O.V. Angel Island trip transportation		010-5800-9030-1110-1000-004-00 - -	\$440.00	Check Amount	\$615.00			
California ACDA (007441/1)	2011 CA ACDA conference reg. for Stocker	Check # 50002701, Dated 05/19/2011, Printed (RG000131), PO# , BatchId AP05192011A	010-5200-0395-1110-1000-038-38 - -	\$350.00	Check Amount	\$350.00			
CALPERS (005346/2)	06/11 premium	Check # 50002702, Dated 05/19/2011, Printed (RG000131), PO# , BatchId AP05192011A	010-9534- - - - -	\$374,827.66					
	06/11 premium		010-5800-0000-0000-7200-000-00 - -	\$1,617.97					
	10/11 remaining employer contribution for retirees		010-3751-0000-1110-1000-000-00 - -	\$7,344.00					
	10/11 remaining employer contribution for retirees		010-3752-0000-0000-7200-000-00 - -	\$3,024.00					
	06/11 premium		010-9534- - - - -	\$3,153.33					
	06/11 premium		010-5800-0000-0000-7200-000-00 - -	\$11.67	Check Amount	\$389,978.63			
CAROLINA BIOLOGICAL SUPPLY CO (000920/1)	AHS science materials	Check # 50002703, Dated 05/19/2011, Printed (RG000131), PO# P11-01179, BatchId AP05192011A	010-4300-9020-1138-1000-038-38 - -	\$54.33					
	AMS science materials		010-4300-1100-1110-1000-016-16 - -	\$644.82	Check Amount	\$699.15			
Challenge Success (007816/1)	conference reg. for Barone, Hudson, Low & Ball	Check # 50002704, Dated 05/19/2011, Printed (RG000131), PO# , BatchId AP05192011A	010-5200-0395-1110-1000-038-38 - -	\$1,000.00	Check Amount	\$1,000.00			
EBMUD (000224/2)	02/28-04/28 service	Check # 50002705, Dated 05/19/2011, Printed (RG000131), PO# , BatchId AP05192011A	010-5555-0000-1110-8200-038-00 - -	\$174.15					
	03/09-05/09 service		010-5555-0000-1110-8200-016-00 - -	\$598.02					
	03/09-05/09 service		010-5555-0000-1110-8200-016-00 - -	\$764.55					
	03/04-05/05 service		010-5555-0000-1110-8200-038-00 - -	\$508.32					
	03/04-05/05 service		010-5555-0000-1110-8200-038-00 - -	\$230.34	Check Amount	\$2,275.38			
GOLD STAR FOODS (002941/2)	food	Check # 50002706, Dated 05/19/2011, Printed (RG000131), PO# P11-00698, BatchId AP05192011A	130-4700-5310-0000-3700-000-00 - -	\$49.67					
	food		130-4700-5310-0000-3700-000-00 - -	\$2,310.46	Check Amount	\$2,360.13			
GOPHER SPORTS (005247/2)	AMS PE supplies	Check # 50002707, Dated 05/19/2011, Printed (RG000131), PO# P11-01120, BatchId AP05192011A	010-4300-1100-1110-1000-016-16 - -	\$299.74	Check Amount	\$299.74			
GRANICUS, INC. (007121/2)	10/11 Minutes Maker Monthly Managed Service	Check # 50002708, Dated 05/19/2011, Printed (RG000131), PO# P11-00016, BatchId AP05192011A	010-5825-0000-0000-7700-000-00 - -	\$140.00	Check Amount	\$140.00			
HERITAGE SCHOOLS, INC. (007513/1)	Basic Education for one student	Check # 50002709, Dated 05/19/2011, Printed (RG000131), PO# P11-00289, BatchId AP05192011A	010-5825-6500-5750-1180-000-65 - -	\$1,680.00	Check Amount	\$1,680.00			
KEEP IT SIMPLE (002397/1)	projection screen for Cornell	Check # 50002710, Dated 05/19/2011, Printed (RG000131), PO# P11-01198, BatchId AP05192011A	010-4300-0100-1110-1000-000-77 - -	\$71.34	Check Amount	\$71.34			
MAGGIORA BAKING CO (000577/1)	food	Check # 50002711, Dated 05/19/2011, Printed (RG000131), PO# P11-00701, BatchId AP05192011A	130-4700-5310-0000-3700-000-00 - -	\$90.85					
	food		130-4700-5310-0000-3700-000-00 - -	\$42.30					
	food		130-4700-5310-0000-3700-000-00 - -	\$148.95					
	food		130-4700-5310-0000-3700-000-00 - -	\$44.25	Check Amount	\$326.35			
Mail Finance (007465/1)	10/11 Postage Machine Lease (D.O.)	Check # 50002712, Dated 05/19/2011, Printed (RG000131), PO# P11-00015, BatchId AP05192011A	010-5610-0000-0000-7200-000-00 - -	\$185.45					
	10/11 Postage Machine Lease (AMS)		010-5610-1100-1110-2700-016-16 - -	\$100.94	Check Amount	\$286.39			
MICHAEL'S TRANSPORTATION SRV (003413/2)	O.V. 05/12 trans to Chabot Space & Science Center	Check # 50002713, Dated 05/19/2011, Printed (RG000131), PO# P11-01247, BatchId AP05192011A	010-5810-0108-1110-1000-004-04 - -	\$1,338.00	Check Amount	\$1,338.00			
MID AMERICA BOOKS (006750/1)	Cornell library books	Check # 50002714, Dated 05/19/2011, Printed (RG000131), PO# P11-01111, BatchId AP05192011A	010-4300-9020-1110-1000-001-01 - -	\$908.43	Check Amount	\$908.43			
NEOFUNDS BY NEOPOST (004474/5)	AMS postage	Check # 50002715, Dated 05/19/2011, Printed (RG000131), PO# , BatchId AP05192011A	010-5910-1100-1110-2700-016-16 - -	\$963.75	Check Amount	\$963.75			
OFFICE DEPOT (000048/1)		Check # 50002716, Dated 05/19/2011, Printed (RG000131), PO# P11-01246, BatchId AP05192011A							



May 2011 Warrant Listing					
supplies	010-4300-1100-1110-2700-038-38 -	\$76.25			
supplies	010-4300-1100-1134-1000-038-38 -	\$6.03			
supplies	010-4300-1100-1140-1000-038-38 -	\$29.11			
supplies	010-4300-0395-1110-3110-038-38 -	\$14.25			
supplies	010-4300-0370-1110-1000-038-38 -	\$4.62			
supplies	010-4300-1100-1110-2700-038-38 -	\$11.34			
supplies	010-4300-1100-1134-1000-038-38 -	\$0.90			
supplies	010-4300-1100-1140-1000-038-38 -	\$4.33			
supplies	010-4300-0395-1110-3110-038-38 -	\$2.12			
supplies	010-4300-0370-1110-1000-038-38 -	\$0.69			
supplies	010-4300-1100-1110-2700-038-38 -	\$413.24			
supplies	010-4300-1100-1134-1000-038-38 -	\$32.69			
supplies	010-4300-1100-1140-1000-038-38 -	\$157.74			
supplies	010-4300-0395-1110-3110-038-38 -	\$77.23			
supplies	010-4300-0370-1110-1000-038-38 -	\$25.02			
supplies	010-4300-1100-1110-1000-016-16 -	\$38.54			
supplies	010-4300-9020-1110-1000-001-01 -	\$85.42			
supplies	010-4300-9020-1110-1000-001-01 -	\$10.36			
supplies	010-4300-1100-1110-1000-038-38 -	\$44.94			
supplies	010-4300-9003-1110-2700-038-38 -	\$87.26			
supplies	010-4300-9020-1131-1000-038-38 -	\$76.81			
supplies	010-4300-6500-5001-2100-000-65 -	\$248.41			
supplies	010-4300-6500-5001-2100-000-65 -	\$29.05			
supplies	010-4300-1100-1110-2700-038-38 -	\$144.39			
supplies	010-4300-1100-1134-1000-038-38 -	\$11.43			
supplies	010-4300-1100-1140-1000-038-38 -	\$55.12			
supplies	010-4300-0395-1110-3110-038-38 -	\$26.99			
supplies	010-4300-0370-1110-1000-038-38 -	\$8.74			
supplies	010-4300-1100-1110-2700-038-38 -	\$51.75			
supplies	010-4300-1100-1134-1000-038-38 -	\$4.09			
supplies	010-4300-1100-1140-1000-038-38 -	\$19.76			
supplies	010-4300-0395-1110-3110-038-38 -	\$9.67			
supplies	010-4300-0370-1110-1000-038-38 -	\$3.13			
supplies	010-4300-1100-1110-1000-004-04 -	\$2,092.76			
supplies	010-4300-1100-1110-1000-001-01 -	\$414.58			
supplies	010-4300-9020-1110-1000-003-03 -	\$61.19			
supplies	010-4300-9020-1110-1000-004-04 -	\$21.37			
supplies	010-4300-9003-1110-2700-038-38 -	\$14.22	Check Amount	\$4,415.54	
PG&E (000029/1)	Check # 50002717, Dated 05/19/2011, Printed (RG000131), PO# ,Batchid AP05192011A				
04/06-05/05 service	010-5520-0000-1110-8200-003-00 -	\$51.88			
04/06-05/05 service	010-5520-0000-1110-8200-003-00 -	\$316.66	Check Amount	\$368.54	
FIA CARD SERVICES (005636/1) (Hoffman)	Check # 50002718, Dated 05/19/2011, Printed (RG000131), PO# P11-00692, Batchid AP05192011A				
supplies	130-4300-5310-0000-3700-000-00 -	\$461.05			
food	130-4700-5310-0000-3700-000-00 -	\$398.25	Check Amount	\$859.30	
FIA CARD SERVICES (005636/1) (Harden)	Check # 50002719, Dated 05/19/2011, Printed (RG000131), PO# ,Batchid AP05192011A				
May Revise/Stephenson & Harden	010-5200-0000-0000-7100-000-00 -	\$125.00	Check Amount	\$125.00	
FIA CARD SERVICES (005636/1) (Stephenson)	Check # 50002720, Dated 05/19/2011, Printed (RG000131), PO# ,Batchid AP05192011A				
meeting supplies	010-4300-0000-0000-7100-000-00 -	\$30.96	Check Amount	\$30.96	
FIA CARD SERVICES (005636/1) (D.O.)	Check # 50002721, Dated 05/19/2011, Printed (RG000131), PO# ,Batchid AP05192011A				
Ocean View classroom supplies	010-4300-1100-1110-1000-004-04 -	\$78.59			
D.O. interview supplies	010-5200-0000-0000-7100-000-00 -	\$79.00			
credit for BTSA expenses	010-5200-0000-0000-7200-000-00 -	(\$210.24)			
Cornell classroom supplies	010-4300-9020-1110-1000-001-01 -	\$76.81	Check Amount	\$24.16	
FIA CARD SERVICES (005636/1) (D.O.)	Check # 50002722, Dated 05/19/2011, Printed (RG000131), PO# P11-01200, Batchid AP05192011A				
21 Luggable Loos for Cornell/disaster prep	010-4300-9020-1110-1000-001-01 -	\$397.74	Check Amount	\$397.74	
FIA CARD SERVICES (005636/1) (D.O.)	Check # 50002723, Dated 05/19/2011, Printed (RG000131), PO# P11-01232, Batchid AP05192011A				
portable boom box (Jordan)	010-4300-0156-1110-1000-000-00 -	\$83.09	Check Amount	\$83.09	
PLEASANTON USD (000112/1)	Check # 50002724, Dated 05/19/2011, Printed (RG000131), PO# P11-00128, Batchid AP05192011A				
10/11 QSS SERVICES	010-5832-0000-0000-7700-000-00 -	\$500.00	Check Amount	\$500.00	
PROQUEST INFORMATION & LEARN (005384/2)	Check # 50002725, Dated 05/19/2011, Printed (RG000131), PO# ,Batchid AP05192011A				
SIRS Researcher database renewal for AHS	010-5610-0395-1110-1000-038-38 -	\$1,305.00	Check Amount	\$1,305.00	
PRUDENTIAL OVERALL SUPPLY (005371/1)	Check # 50002726, Dated 05/19/2011, Printed (RG000131), PO# P11-00012, Batchid AP05192011A				
10/11 Uniform Service	010-5800-0000-0000-8200-000-00 -	\$169.02	Check Amount	\$169.02	
QUALITY BEHAVIORAL OUTCOMES (005607/3)	Check # 50002727, Dated 05/19/2011, Printed (RG000131), PO# P11-00288, Batchid AP05192011A				
Behavioral Services	010-5825-6500-5750-1180-000-65 -	\$275.00	Check Amount	\$275.00	
Scholastic Online Store (000149/6)	Check # 50002728, Dated 05/19/2011, Printed (RG000131), PO# P11-01196, Batchid AP05192011A				
Magic School Bus DVDs for Cornell	010-4300-9020-1110-1000-001-01 -	\$29.90	Check Amount	\$29.90	
School Facility Consultants (007703/1)	Check # 50002729, Dated 05/19/2011, Printed (RG000131), PO# P11-01036, Batchid AP05192011A				
Consultant services	010-5825-0000-0000-7200-000-00 -	\$1,298.75	Check Amount	\$1,298.75	
STAR ACADEMY (006822/1)	Check # 50002730, Dated 05/19/2011, Printed (RG000131), PO# P11-00287, Batchid AP05192011A				
Basic Education for (2) two students	010-5825-6500-5750-1180-000-65 -	\$6,753.60	Check Amount	\$6,753.60	
Sylvan Learning Center (007817/1)	Check # 50002731, Dated 05/19/2011, Printed (RG000131), PO# ,Batchid AP05192011A				
Marin Math Intervention Program	010-5800-0395-1110-1000-003-03 -	\$8,400.00	Check Amount	\$8,400.00	

May 2011 Warrant Listing								P107	
TOTALFUNDS BY HASLER (007610/1)	Check # 50002732, Dated 05/19/2011, Printed (RG000131), PO# ,Batchld AP05192011A								
D.O. postage	010-5910-0000-0000-7200-000-00- -	\$1,000.00	Check Amount	\$1,000.00					
Albany Children's Center (006996/2)	Check # 50007637, Dated 05/24/2011, Printed (RG000133), PO# ,Batchld AP0524011A								
ACC remote deposit fees	120-5800-0000-8500-5000-00-00- -	\$30.00	Check Amount	\$30.00					
ALBANY VETERANS MEMORIAL (001848/1)	Check # 50007638, Dated 05/24/2011, Printed (RG000133), PO# ,Batchld AP05242011A								
A/P exams/rental	010-5800-0103-1110-3160-038-38- -	\$3,606.00	Check Amount	\$3,606.00					
ALERT SERVICES (007341/1)	Check # 50007639, Dated 05/24/2011, Printed (RG000133), PO# P11-01126, Batchld AP05242011A								
AHS athletic safety supplies	010-4300-9021-1110-4200-038-38- -	\$1,884.51	Check Amount	\$1,884.51					
APPLE COMPUTER INC. (000139/2)	Check # 50007640, Dated 05/24/2011, Printed (RG000133), PO# P11-01113, Batchld AP05242011A								
6 MacBook/5 pack for AHS	010-4400-0370-1110-1000-038-38- -	\$34,611.08							
2 Airport Extreme Wireless Routers for AHS Library	010-4300-0395-1110-1000-038-38- -	\$349.01	Check Amount	\$34,960.09					
Aramark Uniform Service (007442/2)	Check # 50007641, Dated 05/24/2011, Printed (RG000133), PO# P11-00091, Batchld AP05242011A								
10/11 Dust Mop & Towel Service	010-5800-0000-0000-8200-000-00- -	\$53.68	Check Amount	\$53.68					
AT&T MOBILITY (007380/1)	Check # 50007642, Dated 05/24/2011, Printed (RG000133), PO# ,Batchld AP05242011A								
03/10-05/09 service	010-5930-0000-0000-8200-000-00- -	\$273.60	Check Amount	\$273.60					
AT&T (000037/1)	Check # 50007643, Dated 05/24/2011, Printed (RG000133), PO# ,Batchld AP05242011A								
05/11-06/10 service	010-5930-0000-0000-8200-000-00- -	\$173.51	Check Amount	\$173.51					
AMERICAN TELESOURCE, INC. (004858/1)	Check # 50007644, Dated 05/24/2011, Printed (RG000133), PO# ,Batchld AP05242011A								
repair Ocean View phone lines	010-5670-8150-1110-8110-004-00- -	\$215.00	Check Amount	\$215.00					
AUSD REVOLVING FUND (000276/2)	Check # 50007645, Dated 05/24/2011, Printed (RG000133), PO# ,Batchld AP05242011A								
AUSD remote deposit fee	010-5800-0000-0000-7200-000-00- -	\$105.00	Check Amount	\$105.00					
BARNES & NOBLE INC (001667/2)	Check # 50007648, Dated 05/24/2011, Printed (RG000133), PO# P11-00793, Batchld AP05242011A								
Classroom Books for Marin	010-4300-9020-1110-1000-003-03- -	\$111.68	Check Amount	\$111.68					
BERKELEY FARMS (006683/1)	Check # 50007649, Dated 05/24/2011, Printed (RG000133), PO# P11-00702, Batchld AP05242011A								
Dairy	130-4700-5310-0000-3700-000-00- -	\$74.55							
Dairy	130-4700-5310-0000-3700-000-00- -	\$76.31	Check Amount	\$150.86					
BERKELEY USD TRANSPORTATION (006060/2)	Check # 50007650, Dated 05/24/2011, Printed (RG000133), PO# P11-00956, Batchld AP05242011A								
O.V. Point Bonita transportation	010-5800-9030-1110-1000-004-00- -	\$1,408.50							
O.V. bus transportation for 05/06 Shorebird trip	010-5800-9030-1110-1000-004-00- -	\$175.00							
O.V. bus transportation for 05/13 Shorebird trip	010-5800-9030-1110-1000-004-00- -	\$175.00	Check Amount	\$1,758.50					
CAPSTONE PRESS INC (002657/3)	Check # 50007655, Dated 05/24/2011, Printed (RG000133), PO# P11-01106, Batchld AP05242011A								
Cornell library books	010-4300-9020-1110-1000-001-01- -	\$695.42	Check Amount	\$695.42					
CDW GOVERNMENT INC (003267/2)	Check # 50007656, Dated 05/24/2011, Printed (RG000133), PO# P11-01079, Batchld AP05242011A								
Office Mac (AHS)	010-4300-0395-1140-1000-038-38- -	\$131.58	Check Amount	\$131.58					
COASTAL TRAINING TECHNOLOGIES (003630/2)	Check # 50007658, Dated 05/24/2011, Printed (RG000133), PO# P11-01281, Batchld AP05242011A								
blood borne pathogens	010-4300-0000-0000-7400-000-00- -	\$120.19	Check Amount	\$120.19					
COMMUNITY ALLIANCE FOR LEARNING (005455/1)	Check # 50007659, Dated 05/24/2011, Printed (RG000133), PO# ,Batchld AP05242011A								
10/11 AMS Writer Coach Connection	010-5800-9003-1110-1000-016-16- -	\$1,000.00	Check Amount	\$1,000.00					
PARENT (007467/1)	Check # 50007660, Dated 05/24/2011, Printed (RG000133), PO# P11-00035, Batchld AP05242011A								
10/11 Reimb for Tuition to Bayhill High School	010-5827-6500-5001-7100-000-65- -	\$2,650.00	Check Amount	\$2,650.00					
DANIELSEN (000512/1)	Check # 50007661, Dated 05/24/2011, Printed (RG000133), PO# P11-00697, Batchld AP05242011A								
food	130-4700-5310-0000-3700-000-00- -	\$575.93							
supplies	130-4710-5310-0000-3700-000-00- -	\$97.32	Check Amount	\$673.25					
DELTA EDUCATION (000193/4)	Check # 50007662, Dated 05/24/2011, Printed (RG000133), PO# P11-01220, Batchld AP05242011A								
Marin science materials	010-4300-0395-1110-1000-003-03- -	\$2,217.48	Check Amount	\$2,217.48					
EAST BAY REGIONAL PARK DIST (003743/1)	Check # 50007663, Dated 05/24/2011, Printed (RG000133), PO# ,Batchld AP05242011A								
06/07/11 AMS trip to Lake Anza	010-5810-0108-1110-1000-016-16- -	\$525.00							
06/08/11 AMS trip to Lake Anza	010-5810-0108-1110-1000-016-16- -	\$525.00	Check Amount	\$1,050.00					
Laidlaw Transit, Inc. (007019/4)	Check # 50007665, Dated 05/24/2011, Printed (RG000133), PO# P11-00330, Batchld AP05242011A								
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	Check Amount	\$1,179.00					
FLINN SCIENTIFIC (002175/1)	Check # 50007666, Dated 05/24/2011, Printed (RG000133), PO# P11-01306, Batchld AP05242011A								
AHS science materials	010-4300-9020-1138-1000-038-38- -	\$49.83	Check Amount	\$49.83					
FOOD 4 THOUGHT, LLC (007143/1)	Check # 50007667, Dated 05/24/2011, Printed (RG000133), PO# P11-00703, Batchld AP05242011A								
food	130-4700-5310-0000-3700-000-00- -	\$185.00	Check Amount	\$185.00					
Anne Ginnold (007785/1)	Check # 50007669, Dated 05/24/2011, Printed (RG000133), PO# P11-01230, Batchld AP05242011A								
May & June GLAD training	010-5200-4203-0000-2100-000-00- -	\$9,113.00	Check Amount	\$9,113.00					
Sera Hernandez (007784/1)	Check # 50007676, Dated 05/24/2011, Printed (RG000133), PO# P11-01229, Batchld AP05242011A								
GLAD training for May & June	010-5200-7091-0000-2100-000-00- -	\$9,113.00	Check Amount	\$9,113.00					
HILLYARD/SAN FRANCISCO (007392/1)	Check # 50007678, Dated 05/24/2011, Printed (RG000133), PO# ,Batchld AP05242011A								
ACC sanitary supplies	120-4300-0000-8500-8200-000-00- -	\$380.78	Check Amount	\$380.78					
HOUGHTON MIFFLIN COMPANY (000158/2)	Check # 50007679, Dated 05/24/2011, Printed (RG000133), PO# P11-01271, Batchld AP05242011A								
AMS classroom books	010-4300-6300-1110-1000-016-16- -	\$82.32	Check Amount	\$82.32					
LAKESHORE (000214/1)	Check # 50007686, Dated 05/24/2011, Printed (RG000133), PO# P11-01130, Batchld AP05242011A								
Cornell classroom materials	010-4300-9020-1110-1000-001-01- -	\$174.34	Check Amount	\$174.34					
LIBRARY VIDEO COMPANY (001443/2)	Check # 50007688, Dated 05/24/2011, Printed (RG000133), PO# P11-01175, Batchld AP05242011A								
AHS science materials	010-4300-9020-1138-1000-038-38- -	\$116.65	Check Amount	\$116.65					
MEDCO SUPPLY CO. (003455/2)	Check # 50007696, Dated 05/24/2011, Printed (RG000133), PO# P11-01269, Batchld AP05242011A								
first aid supplies for O.V.	010-4300-1100-1110-1000-004-04- -	\$158.85	Check Amount	\$158.85					
MICHAEL'S TRANSPORTATION SRV (003413/2)	Check # 50007697, Dated 05/24/2011, Printed (RG000133), PO# P11-01184, Batchld AP05242011A								
bus for 04/26 O.V. trip to Coyote Hills Regional Park	010-5800-9030-1110-1000-004-00- -	\$1,338.00	Check Amount	\$1,338.00					
NASCO MODESTO (000845/4)	Check # 50007698, Dated 05/24/2011, Printed (RG000133), PO# P11-01174, Batchld AP05242011A								

May 2011 Warrant Listing				
AHS science materials	010-4300-9020-1138-1000-038-38 - -	\$110.41		
AHS science materials	010-4300-9020-1138-1000-038-38 - -	\$292.05		
AHS science materials	010-4300-9020-1138-1000-038-38 - -	\$33.42	Check Amount	\$435.88
OFFICE DEPOT (000048/1)	Check # 50007702, Dated 05/24/2011, Printed (RG000133), PO# P11-01293, Batchld AP05242011A			
supplies	010-4300-9020-1138-1000-038-38 - -	\$115.23	Check Amount	\$115.23
PARAMOUNT ELEVATOR CORPORATION (005841/1)	Check # 50007703, Dated 05/24/2011, Printed (RG000133), PO# P11-00088, Batchld AP05242011A			
10/11 CORNELL ELEVATOR SERVICE	010-5610-8150-1110-8110-001-00 - -	\$90.00	Check Amount	\$90.00
PG&E (000029/1)	Check # 50007704, Dated 05/24/2011, Printed (RG000133), PO# , Batchld AP05242011A			
03/08-04/27 service	010-5520-0000-1110-8200-001-00 - -	\$1,790.20		
03/08-04/27 service	010-5520-0000-1110-8200-003-00 - -	\$2,257.66		
03/08-04/27 service	010-5520-0000-1110-8200-004-00 - -	\$2,520.02		
03/08-04/27 service	010-5520-0000-3200-8200-033-00 - -	\$567.42		
03/08-04/27 service	120-5520-0000-8500-8200-000-00 - -	\$565.19	Check Amount	\$7,700.49
RICOH AMERICAS CORP.. (001524/6)	Check # 50007706, Dated 05/24/2011, Printed (RG000133), PO# P11-00013, Batchld AP05242011A			
10/11 Copier Lease	120-5611-0000-8500-5000-000-00 - -	\$212.15	Check Amount	\$212.15
KATHLEEN S. SKOW NPA (001967/1)	Check # 50007712, Dated 05/24/2011, Printed (RG000133), PO# P11-00333, Batchld AP05242011A			
orientation/mobility-visually impaired students	010-5825-6500-5750-1180-000-65 - -	\$1,800.00		
orientation/mobility-visually impaired students	010-5825-6500-5750-1180-000-65 - -	\$2,550.00	Check Amount	\$4,350.00
SOCCER CITY (006863/1)	Check # 50007713, Dated 05/24/2011, Printed (RG000133), PO# P11-00905, Batchld AP05242011A			
Men's Soccer uniforms	010-4300-9021-1110-4200-038-38 - -	\$1,488.14	Check Amount	\$1,488.14
SYSCO FOOD SERVICES (000565/2)	Check # 50007714, Dated 05/24/2011, Printed (RG000133), PO# , Batchld AP05242011A			
Mac High food	010-4300-9011-3200-1000-033-33 - -	\$39.60		
Mac High food	010-4300-9011-3200-1000-033-33 - -	\$252.07		
Mac High food	010-4300-9011-3200-1000-033-33 - -	\$58.33		
Mac High food	010-4300-0000-0000-2700-033-00 - -	\$42.59		
Food & Supplies	130-4700-5310-0000-3700-000-00 - -	\$93.46		
Food & Supplies	130-4710-5310-0000-3700-000-00 - -	\$35.12		
Food & Supplies	130-4710-5310-0000-3700-000-00 - -	\$34.20		
Food & Supplies	130-4700-5310-0000-3700-000-00 - -	\$1,820.68		
Food & Supplies	130-4710-5310-0000-3700-000-00 - -	\$218.72		
Mac High food	010-4300-0000-0000-2700-033-00 - -	\$377.83		
Food & Supplies	130-4700-5310-0000-3700-000-00 - -	\$101.80		
Food & Supplies	130-4710-5310-0000-3700-000-00 - -	(\$68.65)		
Food & Supplies	130-4710-5310-0000-3700-000-00 - -	(\$67.50)		
Food & Supplies	130-4710-5310-0000-3700-000-00 - -	(\$59.08)		
Food & Supplies	130-4710-5310-0000-3700-000-00 - -	(\$74.94)	Check Amount	\$2,804.23
TROPICANA CHILLED (007385/1)	Check # 50007715, Dated 05/24/2011, Printed (RG000133), PO# P11-00694, Batchld AP05242011A			
Beverages	130-4700-5310-0000-3700-000-00 - -	\$406.96	Check Amount	\$406.96
WARD'S NATURAL SCIENCE (000785/2)	Check # 50007718, Dated 05/24/2011, Printed (RG000133), PO# P11-01264, Batchld AP05242011A			
AHS Science Materials	010-4300-9006-1138-1000-038-38 - -	\$195.47		
AHS Science Materials	010-4300-9006-1138-1000-038-38 - -	\$31.72	Check Amount	\$227.19
LISA WARREN C/O CORNELL (003170/1)	Check # 50007719, Dated 05/24/2011, Printed (RG000133), PO# P11-01007, Batchld AP05242011A			
reimb for classroom supplies	010-4300-9020-1110-1000-001-01 - -	\$50.00	Check Amount	\$50.00
YMCA POINT BONITA OUTDOOR & (004873/1)	Check # 50007721, Dated 05/24/2011, Printed (RG000133), PO# , Batchld AP05242011A			
replace window broken during Cornell trip	010-4300-9020-1110-1000-001-01 - -	\$75.00	Check Amount	\$75.00
RETIREE (003578/1)	Check # 50007646, Dated 05/24/2011, Printed (RG000133), PO# P11-00636, Batchld AP05242011A			
06/11 Calpers Reimb	010-3752-0000-0000-7200-000-00 - -	\$567.51	Check Amount	\$567.51
RETIREE (000494/1)	Check # 50007647, Dated 05/24/2011, Printed (RG000133), PO# P11-00637, Batchld AP05242011A			
06/11 Calpers Reimb	010-3752-0000-0000-7200-000-00 - -	\$567.51	Check Amount	\$567.51
RETIREE (000316/1)	Check # 50007651, Dated 05/24/2011, Printed (RG000133), PO# P11-00610, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00 - -	\$460.99	Check Amount	\$460.99
RETIREE (000288/1)	Check # 50007652, Dated 05/24/2011, Printed (RG000133), PO# P11-00611, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00 - -	\$460.99	Check Amount	\$460.99
RETIREE (001336/1)	Check # 50007653, Dated 05/24/2011, Printed (RG000133), PO# P11-00638, Batchld AP05242011A			
06/11 Calpers Reimb	010-3752-0000-0000-7200-000-00 - -	\$905.39	Check Amount	\$905.39
RETIREE (001562/1)	Check # 50007654, Dated 05/24/2011, Printed (RG000133), PO# P11-00639, Batchld AP05242011A			
06/11 Calpers Reimb	010-3752-0000-0000-7200-000-00 - -	\$567.51	Check Amount	\$567.51
RETIREE (001049/1)	Check # 50007657, Dated 05/24/2011, Printed (RG000133), PO# P11-00612, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00 - -	\$1,243.02	Check Amount	\$1,243.02
RETIREE (001640/1)	Check # 50007664, Dated 05/24/2011, Printed (RG000133), PO# P11-00613, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00 - -	\$567.51	Check Amount	\$567.51
RETIREE (000088/1)	Check # 50007668, Dated 05/24/2011, Printed (RG000133), PO# P11-00640, Batchld AP05242011A			
06/11 Calpers Reimb	010-3752-0000-0000-7200-000-00 - -	\$229.88	Check Amount	\$229.88
RETIREE (001121/1)	Check # 50007670, Dated 05/24/2011, Printed (RG000133), PO# P11-00614, Batchld AP05242011A			
06/11 cash in lieu	010-3751-0000-1110-1000-000-00 - -	\$125.00	Check Amount	\$125.00
RETIREE (000827/1)	Check # 50007671, Dated 05/24/2011, Printed (RG000133), PO# P11-00615, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00 - -	\$460.99	Check Amount	\$460.99
RETIREE (005452/1)	Check # 50007672, Dated 05/24/2011, Printed (RG000133), PO# P11-00616, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00 - -	\$1,029.98	Check Amount	\$1,029.98
RETIREE (003888/1)	Check # 50007673, Dated 05/24/2011, Printed (RG000133), PO# P11-00617, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00 - -	\$1,243.02	Check Amount	\$1,243.02
RETIREE (007519/1)	Check # 50007674, Dated 05/24/2011, Printed (RG000133), PO# P11-00641, Batchld AP05242011A			
06/11 Calpers Reimb	010-3752-0000-0000-7200-000-00 - -	\$959.43	Check Amount	\$959.43



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RETIREE (000406/1)	Check # 50007675, Dated 05/24/2011, Printed (RG000133), PO# P11-00642, Batchld AP05242011A			
06/11 Calpers Reimb	010-3752-0000-0000-7200-000-00- -	\$567.51	Check Amount	\$567.51
RETIREE (000012/1)	Check # 50007677, Dated 05/24/2011, Printed (RG000133), PO# P11-00618, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00- -	\$905.39	Check Amount	\$905.39
RETIREE (005361/2)	Check # 50007680, Dated 05/24/2011, Printed (RG000133), PO# P11-00619, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00- -	\$347.19	Check Amount	\$347.19
RETIREE (000085/1)	Check # 50007681, Dated 05/24/2011, Printed (RG000133), PO# P11-00620, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00- -	\$905.39	Check Amount	\$905.39
RETIREE (002333/1)	Check # 50007682, Dated 05/24/2011, Printed (RG000133), PO# P11-00621, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00- -	\$1,029.98	Check Amount	\$1,029.98
RETIREE (004184/1)	Check # 50007683, Dated 05/24/2011, Printed (RG000133), PO# P11-00622, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00- -	\$831.28	Check Amount	\$831.28
RETIREE (000901/1)	Check # 50007684, Dated 05/24/2011, Printed (RG000133), PO# P11-00623, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00- -	\$567.51	Check Amount	\$567.51
RETIREE (001494/1)	Check # 50007685, Dated 05/24/2011, Printed (RG000133), PO# P11-00624, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00- -	\$460.99	Check Amount	\$460.99
RETIREE (001005/1)	Check # 50007687, Dated 05/24/2011, Printed (RG000133), PO# P11-00625, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00- -	\$905.39	Check Amount	\$905.39
RETIREE (001050/1)	Check # 50007689, Dated 05/24/2011, Printed (RG000133), PO# P11-00626, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00- -	\$460.99	Check Amount	\$460.99
RETIREE (001583/3)	Check # 50007690, Dated 05/24/2011, Printed (RG000133), PO# P11-00627, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00- -	\$460.99	Check Amount	\$460.99
RETIREE (003986/2)	Check # 50007691, Dated 05/24/2011, Printed (RG000133), PO# P11-01082, Batchld AP05242011A			
06/11 cash in lieu	010-3751-0000-1110-1000-000-00- -	\$125.00	Check Amount	\$125.00
RETIREE (003433/2)	Check # 50007692, Dated 05/24/2011, Printed (RG000133), PO# P11-00643, Batchld AP05242011A			
06/11 Calpers Reimb	010-3752-0000-0000-7200-000-00- -	\$460.99	Check Amount	\$460.99
RETIREE (003172/1)	Check # 50007693, Dated 05/24/2011, Printed (RG000133), PO# P11-00644, Batchld AP05242011A			
06/11 Calpers Reimb	010-3752-0000-0000-7200-000-00- -	\$456.60	Check Amount	\$456.60
RETIREE (001310/1)	Check # 50007694, Dated 05/24/2011, Printed (RG000133), PO# P11-00645, Batchld AP05242011A			
06/11 Calpers Reimb	010-3752-0000-0000-7200-000-00- -	\$1,029.98	Check Amount	\$1,029.98
RETIREE (000082/1)	Check # 50007695, Dated 05/24/2011, Printed (RG000133), PO# P11-00646, Batchld AP05242011A			
06/11 Calpers Reimb	010-3752-0000-0000-7200-000-00- -	\$567.51	Check Amount	\$567.51
RETIREE (000083/1)	Check # 50007699, Dated 05/24/2011, Printed (RG000133), PO# P11-00647, Batchld AP05242011A			
06/11 Calpers Reimb	010-3752-0000-0000-7200-000-00- -	\$1,165.94	Check Amount	\$1,165.94
RETIREE (000701/1)	Check # 50007700, Dated 05/24/2011, Printed (RG000133), PO# P11-00628, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00- -	\$1,243.02	Check Amount	\$1,243.02
RETIREE (000439/2)	Check # 50007701, Dated 05/24/2011, Printed (RG000133), PO# P11-00629, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00- -	\$905.39	Check Amount	\$905.39
RETIREE (003979/2)	Check # 50007705, Dated 05/24/2011, Printed (RG000133), PO# P11-00796, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00- -	\$230.04	Check Amount	\$230.04
RETIREE (000055/1)	Check # 50007707, Dated 05/24/2011, Printed (RG000133), PO# P11-00630, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00- -	\$567.51	Check Amount	\$567.51
RETIREE (001406/2)	Check # 50007708, Dated 05/24/2011, Printed (RG000133), PO# P11-00631, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00- -	\$460.99	Check Amount	\$460.99
RETIREE (000313/1)	Check # 50007709, Dated 05/24/2011, Printed (RG000133), PO# P11-00632, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00- -	\$1,148.45	Check Amount	\$1,148.45
RETIREE (000295/1)	Check # 50007710, Dated 05/24/2011, Printed (RG000133), PO# P11-00633, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00- -	\$905.39	Check Amount	\$905.39
RETIREE (000820/1)	Check # 50007711, Dated 05/24/2011, Printed (RG000133), PO# P11-00648, Batchld AP05242011A			
06/11 Calpers Reimb	010-3752-0000-0000-7200-000-00- -	\$1,243.02	Check Amount	\$1,243.02
RETIREE (004966/1)	Check # 50007716, Dated 05/24/2011, Printed (RG000133), PO# P11-00649, Batchld AP05242011A			
06/11 Calpers Reimb	010-3752-0000-0000-7200-000-00- -	\$567.76	Check Amount	\$567.76
RETIREE (001558/1)	Check # 50007717, Dated 05/24/2011, Printed (RG000133), PO# P11-00634, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00- -	\$528.97	Check Amount	\$528.97
RETIREE (005280/1)	Check # 50007720, Dated 05/24/2011, Printed (RG000133), PO# P11-00635, Batchld AP05242011A			
06/11 Calpers Reimb	010-3751-0000-1110-1000-000-00- -	\$1,243.02	Check Amount	\$1,243.02

Total \$3,983,075.72

Fund	Expense
010	\$2,939,205.16
110	\$3,939.23
120	\$2,419.62
130	\$45,605.64
140	\$4,705.16
210	\$986,053.11
250	\$1,147.80

May 2011 Warrant Listing					
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	Total	\$3,983,075.72			

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of June 9, 2011**

**ITEM:**                   **APPROVE THE AGREEMENT FOR SERVICES BETWEEN  
ALBANY UNIFIED SCHOOL DISTRICT AND CALIFORNIA  
STATE UNIVERSITY, EAST BAY**

**PREPARED BY:**   Cynthia Attiyeh, HR Administrator

**TYPE OF ITEM:**   **CONSENT**

**BACKGROUND INFORMATION:**

Dates of Service:

June 10, 2011 – December 31, 2015

Description of Services:

Albany Unified School District will provide internship opportunities for students in the California State University East Bay Speech Pathology Program.

Number of Students:

District Wide

Rate:

No Cost to District

Cost not to exceed:

No Cost to District

**Standard Contract**

Contract deviates from Standard Contract. Description below.

**FINANCIAL INFORMATION:**

Funding Source: N/A

**RECOMMENDATION:**

Approve Agreement for Services between Albany Unified School District and California State University East Bay

**CALIFORNIA STATE UNIVERSITY, EAST BAY  
AGREEMENT FOR FURNISHING CLINICAL EXPERIENCE  
AND THE USE OF CLINICAL FACILITIES**

**THIS AGREEMENT**, made and entered into this 10th day of June, 2011, by and between the Trustees of the California State UNIVERSITY, hereinafter called the "**TRUSTEES**", on behalf of California State UNIVERSITY, East Bay, hereinafter called the "**UNIVERSITY**", and Albany Unified School District herein after called the "**AGENCY**".

**WITNESSETH**

**WHEREAS, TRUSTEES** have approved a "**Speech Pathology Program**" for **UNIVERSITY** and such programs require clinical experience and the use of clinical facilities; and

**WHEREAS, UNIVERSITY** requires special facilities for the purpose of providing training and desires to supplement its Program through supplemental clinical experience in usage of facilities at **AGENCY**; and

**WHEREAS, AGENCY** has facilities and programs available to furnish such clinical experience, and as a community and professional service, is willing, under the terms and conditions hereinafter set forth, to allow **UNIVERSITY** to utilize its facilities for clinical experience of **UNIVERSITY** Program participants; and

**WHEREAS, AGENCY** desires to maintain and improve its existing standards of **AGENCY** care and medical education by affiliating with **UNIVERSITY** for the limited purposes of this agreement; and

**WHEREAS**, it is to the mutual benefit of the parties that students enrolled in the Program at the **UNIVERSITY** be afforded the opportunity to utilize the facilities of **AGENCY** to supplement their learning experience;

**THEREFORE, AGENCY AND UNIVERSITY HEREBY MUTUALLY AGREE AS FOLLOWS:**

- I. Subject to such reasonable rules and regulations as **AGENCY** shall from time to time adopt, **AGENCY** shall:
  - A. Participate with **UNIVERSITY** in planning and implementing the clinical education of students;
  - B. Afford to each student designated in writing by **UNIVERSITY** pursuant to Section II hereof the opportunity to participate in those types of clinical training experiences which may be made available at **AGENCY** that are agreed upon by **AGENCY** and **UNIVERSITY**, and permit such students, as well as **UNIVERSITY** faculty, access to **AGENCY** for such periods of time and for such clinical experiences as may from time to time be determined by **AGENCY** and **UNIVERSITY**; provided, however, that the clinical experiences to be afforded hereby shall take place only at such times and places as to minimize interference with normal **AGENCY** routine;
  - C. Provide facilities for the changing of uniforms and for the storage of clothing and personal effects, and allow students and instructors at their own expense to use cafeteria facilities and other facilities used by **AGENCY** personnel, all to the extent that such space is available and as **AGENCY** may agree from time to time;
  - D. Have the right to require the withdrawal from **AGENCY** of any student who does not comply with the requirements of the program or the rules and regulations of the **AGENCY**;
  - E. Designate lines of authority and communication for relations between **UNIVERSITY** faculty and **AGENCY** personnel so as to carry out the purposes of the agreement;
  - F. Permit members of the staff of **AGENCY** to participate in clinical experiences to be afforded to the students of **UNIVERSITY** on an advisory and consulting basis at such times and in such number as **AGENCY** shall

determine, to the extent that such participation does not interfere with normal **AGENCY** activity;

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G. Provide on any day that a student is receiving clinical experience at the **AGENCY** pursuant to this agreement emergency health care for illnesses resulting from the participation by such student in the program, as well as first aid for accidents sustained by a student; provided, however, that the sole and exclusive authority to determine the duration and extent of necessary emergency health care services shall be vested in **AGENCY**, and **AGENCY'S** determination in this regard shall be conclusive. In addition, the aforementioned emergency health care services shall also be provided to any member of the faculty of **UNIVERSITY** participating in the program, on the same terms and conditions set forth above regarding students. All costs for such emergency health care service shall be paid by student and/or faculty;

H. Respect and maintain the confidentiality of information furnished by **UNIVERSITY** and **AGENCY**;

II. **UNIVERSITY** shall:

A. Participate with **AGENCY** in planning and implementing the clinical education of students;

B. Designate in writing, prior to the commencement of each clinical program and sufficiently in advance to allow convenient planning by **AGENCY**, the names of those students registered for program training courses at **AGENCY**. The number of students eligible to participate in a program shall be determined by the agreement of **AGENCY** and **UNIVERSITY**;

C. Recommend for clinical education only those students who possess a satisfactory record and have met the minimum requirements established by **UNIVERSITY** for the particular program;

D. Furnish to the **AGENCY**, or have each student furnish to **AGENCY** upon request, copies of the State-approved fingerprinting background check clearance and the Certificates of Clearance documentation that each student's immunizations and blood-borne pathogens training are in accordance with the **AGENCY'S** health policies. The health documentation should include written evidence of the following:

1. P.P.D. skin test and, if positive a chest x-ray
2. Rubella titer
3. Rubeola vaccination or titer
4. Hepatitis B-surface antigen/antibody
5. CPR proficiency
6. Hepatitis Vaccine

E. Designate lines of authority and communication for relations between the **UNIVERSITY** faculty and **AGENCY** personnel so as to carry out the purpose of the agreement;

F. Provide instructors with such qualifications, in sufficient number, and at such times as are approved by **AGENCY**, so that the purposes of this agreement can be met. **UNIVERSITY** shall be responsible for the training of such instructors and for acquainting them with **AGENCY'S** policies and practices regarding clinical instructing. The instructors shall meet periodically at such times as **AGENCY** and **UNIVERSITY** shall determine with designated **AGENCY** personnel to review student progress and the program in general;

G. Retain general responsibility for instruction, supervision, control, evaluation and related matters concerning student participation in the clinical program at **AGENCY**, subject to such sharing of responsibility with **AGENCY** as shall be agreed upon by **AGENCY** and **UNIVERSITY**. Student discipline shall be the exclusive responsibility of the **UNIVERSITY**; however the **AGENCY** retains the right to terminate the participation of any student who, at the discretion of the **AGENCY** or the **UNIVERSITY**, does not comply with the requirements of the program or the rules and regulations of the **AGENCY**;

H. Enforce the rules, regulations and requirements governing the students participating in the clinical program; said rules, regulations and requirements to be agreed upon by **AGENCY** and **UNIVERSITY**.

I. Provide all educational supplies and equipment necessary for the instruction of students

P114 participating in the clinical program and be exclusively responsible for the care and control of all such educational supplies and equipment. Periodically, it may be necessary for **AGENCY** to provide educational supplies not previously planned for by the **UNIVERSITY** and necessary to the immediate and effective operation of the program. **UNIVERSITY** agrees to reimburse **AGENCY** for items approved in advance only by the **UNIVERSITY** by both the Speech Pathology and Purchasing Departments. Invoices to cover said items shall be submitted in triplicate to the **UNIVERSITY** Accounting Office and shall reference **UNIVERSITY** Purchase Order Number.

J. Agree that no person, patient, client, staff or student shall, on the basis of religion, race, color, national origin, ancestry, ethnic group identification, sex, physical handicap, mental disability, medical condition, marital status, age (over 40) or sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this agreement.

K. Mandatory Instruction and Reporting: Before a student is assigned to the **AGENCY** for placement in a student teaching assignment the **UNIVERSITY** shall instruct such Student on the applicable state and federal laws regarding unlawful discrimination (California Education Code sections 200-283 and Title IX, Section 504, Title VI) and mandated reporting of child abuse (Penal Code sections 11164-11174.35).

III. It is understood and agreed by the parties that all student participants shall be considered learners. They shall not engage in-patient care activities and shall not replace **AGENCY** staff except as may be necessary as a part of their educational training and subject to any and all applicable laws.

IV. Except as specifically provided in this agreement, or in any subsequent amendment thereto, no monetary obligation on the part of the **UNIVERSITY** or the **AGENCY** is hereby created; consideration for this agreement furnished by the mutual promises of the parties.

V. Neither the **UNIVERSITY** nor staff nor students shall by virtue of this agreement be an employee of the **AGENCY** for any purpose whatsoever, nor shall it or they be entitled to any of the rights, privileges or benefits of **AGENCY** employees. **UNIVERSITY** shall be deemed at all times an independent contractor and shall be wholly responsible for the manner in which it performs the services required of it under this agreement. **UNIVERSITY** assumes exclusively the responsibility for the acts of its employees and students as they relate to this agreement.

VI. **UNIVERSITY** shall require that students and instructors provide and maintain professional liability coverage in the amount of \$1,000,000 per claim with a total of \$3,000,000 in aggregate, with insurance carriers approved by **AGENCY**, in accordance with **AGENCY**'s bylaws, rules, and regulations.

**AGENCY** shall require that instructors provide and maintain professional liability coverage in the amount of \$1,000,000 per claim with a total of \$3,000,000 in aggregate, with insurance carriers approved by **UNIVERSITY**, in accordance with **UNIVERSITY**'s bylaws, rules, and regulations.

VII. The **STATE of CALIFORNIA** has elected to be self-insured for its general liability, vehicle liability, worker's compensation and property exposures through an annual appropriation from the General Fund. As a **STATE** agency, the California State University, Office of the Chancellor, the **TRUSTEES**, and its system of campuses are included in this self-insured program. Under this form of insurance, the **STATE** and its employees are insured for any tort liability that may develop through carrying out official activities, including **STATE** office operation on non-state owned property in an amount no less the \$1,000,000 per person, and no less than \$2,000,000 aggregate per occurrence, and that vehicle insurance (where applicable) is in effect with a minimum coverage of \$1,000,000 per occurrence.

The **AGENCY** shall procure and maintain General Liability Insurance, comprehensive or commercial form with \$ 1,000,000 minimum limit for each Occurrence and minimum limit of \$2,000,000 General Aggregate, as mutually agreed upon for this placement.

The **STATE of CALIFORNIA** has entered into a Master Agreement with the State Compensation Insurance Fund to administer Workers' Compensation Benefits for all State employees, as required by the Labor Code.

The **STATE OF CALIFORNIA** shall provide notice to students that neither **STATE** nor **AGENCY** will

provide Worker's Compensation coverage in the event of injury or condition sustained in relationship to activities contemplated by this agreement. P115

VIII. **UNIVERSITY** agrees to save harmless and indemnify the **AGENCY** against all claims, demands, suits, judgments, expenses, and costs of any and every kind arising out of this Agreement resulting from the negligent acts, errors or omissions of the School, or faculty, in so far as it may legally do so, on account of the injury or death of persons, or loss or damage to equipment upon the property of the **AGENCY**. In addition **UNIVERSITY** assures the **AGENCY** that the students are covered by a Professional Liability policy wherein the **AGENCY** will be an "additional insured".

The **AGENCY** agrees to defend all claims of loss, and indemnify, and hold harmless the State of California, the Trustees of the California State University, California State University, East Bay and their officers, agents, volunteers and employees from any and all liability for personal injury, damages, wrongful death or other losses and costs, including but not limited to reasonable attorney fees and defense costs, arising out of the negligent acts or omissions or willful misconduct of the **AGENCY** or its employees, agents or volunteers in the performance of this Agreement.

IX. It is understood and agreed that **AGENCY** shall have the right to require all students who are designated for participation in clinical education hereunder to agree in writing to release **AGENCY** and all of its representatives from liability for any and all acts performed in good faith and without malice in connection with such clinical education.

X. It is understood and agreed that **AGENCY** shall have the right to require all students who are designated for participation in clinical education hereunder to authorize and consent in writing to the release of information by **AGENCY** and its representatives to **UNIVERSITY** concerning student's competence, ethics, character and performance in the program as long as such releases of information is made in good faith and without malice and to agree in writing to release **AGENCY** and all of its representatives from liability for so doing.

XI. **UNIVERSITY** agrees that it shall not use the name of the **AGENCY** in any advertising campaign or in the solicitation of prospective students without the prior written approval of the **AGENCY** thereto.

**AGENCY** agrees that it shall not use the name of the **UNIVERSITY** in any advertising campaign or in the solicitation of prospective students without the prior written approval of the **UNIVERSITY** thereto.

XII. **UNIVERSITY** shall not assign, sell, or otherwise transfer this agreement or any interest herein without prior written consent of **AGENCY** thereto; provided, however, such consent shall not be unreasonably withheld. This agreement shall be binding upon and inure to the benefit of the parties and their respective successors and assigns.

**AGENCY** shall not assign, sell, or otherwise transfer this agreement or any interest herein without prior written consent of **UNIVERSITY** thereto; provided, however, such consent shall not be unreasonably withheld. This agreement shall be binding upon and inure to the benefit of the parties and their respective successors and assigns.

XIII. This agreement shall become effective upon execution and shall continue until December 31, 2015; provided, however, it may be terminated by either party after giving the other party 30 days advance written notice of its intention to so terminate; provided further, however, that any such termination by the **AGENCY** shall not be effective, at the election of **UNIVERSITY**, as to any student who at the date of mailing of said notice by **AGENCY** was participating in said program until such student has completed the program for the then current academic year. **AGENCY** and **UNIVERSITY**, except when so waived in writing by the other party, shall each perform fully any obligations under this agreement relating to an event occurring or circumstances existing prior to the date of termination. In addition, the **UNIVERSITY** and the **AGENCY** shall endeavor to meet at least one time within the ninety-(90) days prior to the anniversary date of the agreement for purposes of reviewing the status of the agreement and the program conducted hereunder.

XIV. Any notice required or permitted to be given by this agreement shall be deemed given when personally

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delivered to the recipient thereof or when mailed by registered or certified mail, return receipt requested, postage prepaid, to the appropriate recipient thereof, as follows:

A. Notice to **AGENCY**:

Albany Unified School District  
Marla Stephenson, Superintendent  
1051 Monroe Street  
Albany, CA 94706

B. Notice to **UNIVERSITY**:

Mail three copies to:

Deborah A Haynes, Buyer II  
California State University East Bay  
Procurement Office – WA 715  
25800 Carlos Bee Blvd  
Hayward, CA 94542

This agreement may be altered, changed or amended by mutual agreement of the parties in writing.

IN WITNESS WHEREOF, this agreement has been executed by and on behalf of the parties hereto, the day and year first above written.

ALBANY UNIFIED SCHOOL DISTRICT

CALIFORNIA STATE UNIVERSITY EAST BAY

By \_\_\_\_\_

By \_\_\_\_\_

Name \_\_\_\_\_

Name Deborah Haynes

Title \_\_\_\_\_

Title Buyer II

Date \_\_\_\_\_

Date \_\_\_\_\_

SCHOOL BOARD CERTIFICATION (if applicable)

CALIFORNIA STATE UNIVERSITY EAST BAY

By \_\_\_\_\_

By \_\_\_\_\_

Name \_\_\_\_\_

Name Laura Learned

Title \_\_\_\_\_

Title Contract Administrator

Date \_\_\_\_\_

Date \_\_\_\_\_



ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP

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Regular Meeting of June 9, 2011

ITEM: APPROVE INTERDISTRICT ATTENDANCE AGREEMENT  
WITH SAN FRANCISCO UNIFIED SCHOOL DISTRICT

PREPARED BY: Marla Stephenson, Superintendent

TYPE OF ITEM: CONSENT

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**BACKGROUND INFORMATION:**

California Education Code section 46600 was amended effective January 1, 2011, to provide that once a student is enrolled in a district of enrollment pursuant to an interdistrict attendance transfer, the student shall not have to reapply for an interdistrict transfer and the governing board of the school district of enrollment shall allow the student to continue to attend the school in which he or she is enrolled.

Notwithstanding the foregoing, Education Code section 46600, subdivision (a), provides that the governing boards of two school districts may enter into an agreement that stipulates the terms and conditions under which interdistrict attendance may be permitted or denied, which may include standards for reapplication and revocation of interdistrict transfer permits.

In order to preserve flexibility and control over our school districts' interdistrict attendance process, section 3 of the proposed Agreement provides that interdistrict permits must be approved on an annual basis. In addition, section 4 of the proposed Agreement provides that AUSD interdistrict permits may be revoked for falsification of information provided on the permit application, poor student attendance, poor student behavior, or academic performance.

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**FINANCIAL INFORMATION:**

NONE.

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**RECOMMENDATION:**

REVIEW AND APPROVE

**INTERDISTRICT ATTENDANCE AGREEMENT**

This Interdistrict Attendance Agreement ("Agreement") is made and entered into on \_\_\_\_\_, 2011 between the San Francisco Unified School District ("SFUSD") and Albany Unified School District ("DISTRICT") pursuant to California Education Code Section 46600. SFUSD and DISTRICT agree to into this Agreement for a five (5) year term, beginning on the date that this Agreement is approved by each District Board of Education (whichever is later).

Pursuant to this Agreement, SFUSD and DISTRICT agree to the following:

1. SFUSD shall accept interdistrict transfers from DISTRICT according to the terms and conditions currently outlined in the SFUSD Enrollment Guide and/or in SFUSD Board Policy or Administrative Regulation.
2. DISTRICT shall accept interdistrict transfers from SFUSD according to the terms and conditions currently outlined in the DISTRICT Board Policy or Administrative Regulation.
3. SFUSD and DISTRICT agree that all interdistrict permits must be approved on an annual basis. An approved permit shall only be valid for one year.
4. SFUSD and DISTRICT agree that SFUSD interdistrict permits may be revoked for falsification of information provided on the permit application, poor student attendance, poor student behavior, or poor academic performance. SFUSD and DISTRICT agree that DISTRICT interdistrict permits may be revoked in accordance with the Board Policies, Administrative Regulations, and rules of the DISTRICT. Each school district shall provide written notice to the permit holder regarding the specific conditions that will warrant revocation of their interdistrict permit.
5. SFUSD and DISTRICT agree that their permit application form shall include the following language in BOLD font: "This permit must be approved on an annual basis. An approved permit lasts for only one year. This permit may be revoked by the receiving District based on criteria that will be provided to you in writing by the receiving District upon its approval of your permit application."

**San Francisco Unified School District**

**Albany Unified School District**

\_\_\_\_\_  
Carlos A. Garcia  
SFUSD Superintendent

\_\_\_\_\_  
DISTRICT Superintendent  
or Authorized Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Approval Date/  
Resolution Number

\_\_\_\_\_  
Board Approval Date/  
Resolution Number

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP****Regular Meeting of June 9, 2011****ITEM: APPROVE INTERDISTRICT ATTENDANCE AGREEMENT  
WITH WEST CONTRA COSTA COUNTY UNIFIED SCHOOL  
DISTRICT****PREPARED BY: Marla Stephenson, Superintendent****TYPE OF ITEM: CONSENT**

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**BACKGROUND INFORMATION:**

California Education Code section 46600 was amended effective January 1, 2011, to provide that once a student is enrolled in a district of enrollment pursuant to an interdistrict attendance transfer, the student shall not have to reapply for an interdistrict transfer and the governing board of the school district of enrollment shall allow the student to continue to attend the school in which he or she is enrolled.

Notwithstanding the foregoing, Education Code section 46600, subdivision (a), provides that the governing boards of two school districts may enter into an agreement that stipulates the terms and conditions under which interdistrict attendance may be permitted or denied, which may include standards for reapplication and revocation of interdistrict transfer permits.

In order to preserve flexibility and control over our school districts' interdistrict attendance process, section 3 of the proposed Agreement provides that interdistrict permits must be approved on an annual basis. In addition, section 4 of the proposed Agreement provides that AUSD interdistrict permits may be revoked for falsification of information provided on the permit application, poor student attendance, poor student behavior, or academic performance.

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**FINANCIAL INFORMATION:**

NONE.

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**RECOMMENDATION:****REVIEW AND APPROVE**

**INTERDISTRICT ATTENDANCE AGREEMENT**

This Interdistrict Attendance Agreement ("Agreement") is made and entered into on \_\_\_\_\_, 2011 between the Albany Unified School District ("AUSD") and West Contra Costa County Unified School District ("DISTRICT") pursuant to California Education Code Section 46600. AUSD and DISTRICT agree to into this Agreement for a five (5) year term, beginning on the date that this Agreement is approved by each District Board of Education (whichever is later).

Pursuant to this Agreement, AUSD and DISTRICT agree to the following:

1. AUSD shall accept interdistrict transfers from DISTRICT according to the terms and conditions currently outlined in the AUSD Enrollment Guide and/or in AUSD Board Policy or Administrative Regulation.
2. DISTRICT shall accept interdistrict transfers from AUSD according to the terms and conditions currently outlined in the DISTRICT Board Policy or Administrative Regulation.
3. AUSD and DISTRICT agree that all interdistrict permits must be approved on an annual basis. An approved permit shall only be valid for one year.
4. AUSD and DISTRICT agree that AUSD interdistrict permits may be revoked for falsification of information provided on the permit application, poor student attendance, poor student behavior, or poor academic performance. AUSD and DISTRICT agree that DISTRICT interdistrict permits may be revoked in accordance with the Board Policies, Administrative Regulations, and rules of the DISTRICT. Each school district shall provide written notice to the permit holder regarding the specific conditions that will warrant revocation of their interdistrict permit.
5. AUSD and DISTRICT agree that their permit application form shall include the following language in BOLD font: **"This permit must be approved on an annual basis. An approved permit lasts for only one year. This permit may be revoked by the receiving District based on criteria that will be provided to you in writing by the receiving District upon its approval of your permit application."**

**Albany Unified School District**

**West Contra Costa County Unified School District**

\_\_\_\_\_  
Marla Stephenson  
AUSD Superintendent

\_\_\_\_\_  
DISTRICT Superintendent  
or Authorized Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Approval Date/  
Resolution Number

\_\_\_\_\_  
Board Approval Date/  
Resolution Number

ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP

Regular Meeting of June 9, 2011

ITEM: APPROVE INTERDISTRICT ATTENDANCE AGREEMENT  
WITH ALAMEDA COUNTY SCHOOL DISTRICTS

PREPARED BY: Marla Stephenson, Superintendent

TYPE OF ITEM: CONSENT

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**BACKGROUND INFORMATION:**

California Education Code section 46600 was amended effective January 1, 2011, to provide that once a student is enrolled in a district of enrollment pursuant to an interdistrict attendance transfer, the student shall not have to reapply for an interdistrict transfer and the governing board of the school district of enrollment shall allow the student to continue to attend the school in which he or she is enrolled.

Notwithstanding the foregoing, Education Code section 46600, subdivision (a), provides that the governing boards of two school districts may enter into an agreement that stipulates the terms and conditions under which interdistrict attendance may be permitted or denied, which may include standards for reapplication and revocation of interdistrict transfer permits.

In order to preserve flexibility and control over our school districts' interdistrict attendance process, section 3 of the proposed Agreement provides that interdistrict permits must be approved on an annual basis. In addition, section 4 of the proposed Agreement provides that AUSD interdistrict permits may be revoked for falsification of information provided on the permit application, poor student attendance, poor student behavior, or academic performance.

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**FINANCIAL INFORMATION:**

NONE.

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**RECOMMENDATION:**

REVIEW AND APPROVE

## Memorandum of Understanding for Interdistrict Attendance Permits

This agreement is made by and between the school districts of Alameda County, State of California for the 2011-2012 through the 2015-16.

**WHEREAS** Alameda County school districts enroll a number of students residing within other Alameda County school districts' boundaries; and

**WHEREAS** each district has adopted policies and regulations with regard to acceptance, rejection and revocation of interdistrict attendance permits; and

**WHEREAS** Education Code 46600 et seq. provides that the governing boards of two or more school districts may enter into an agreement, for a term not to exceed five school years, for the interdistrict attendance of pupils who are residents of the districts,

**THEREFORE**, the parties agree as follows:

- Once a student in kindergarten or any of grades 1 to 12, inclusive, is enrolled in a school the student shall not have to reapply for an interdistrict transfer, except that any student transitioning from elementary school to middle school and middle school to high school must apply for a new interdistrict attendance permit. A school district of residence or school district of enrollment shall not rescind existing interdistrict attendance permits for students entering grade 11 or 12 in the subsequent school year.
- Districts shall utilize the Interdistrict Attendance Application attached hereto.
- Each district shall operate in conformity with its individual district policies and/or regulations, which are attached hereto, and will continue to exercise its individual authority for acceptance, rejection or revocation of individual Interdistrict Attendance Permits as permitted by law.
- In April of each year, each district of attendance will prepare a list of students, including addresses, expected to return the following school year and submit it to the district of residence for approval.
- At the beginning of each school year, but no later than September 10th, each district of attendance will provide a detailed report of students attending their schools pursuant to the terms of EC 46600 et. seq., and this agreement.
- The district of attendance shall furnish the transferring students the same advantages, equipment, supplies and services as are furnished to other students in attendance in its schools.

If the student receives special education services, it shall be indicated on the interdistrict transfer application. The district of attendance will determine if it can meet the student's special education needs with existing special education programs and support staff. If the district of attendance has space and appropriate support services to implement the student's Individualized Education Plan (IEP) the student will not be denied enrollment. The cost of the placement will be the responsibility of the district of attendance unless costs are negotiated otherwise between the two districts. If a student is referred for special education evaluation while under a previously approved interdistrict attendance permit, the district of attendance is responsible for the "Child Find" and assessment of the student. The subsequent IEP meeting will include representatives from both districts, and the student's eligibility and the provision of services needed to provide the student with a Free Appropriate Public Education (FAPE) shall be discussed. If the district of attendance can meet the student's FAPE needs in its existing special education programs, the student will continue to attend school in the district of attendance. If not, the district of attendance will notify the district of residence and schedule a meeting to discuss the student's transition back to the district of residence for appropriate placement and termination of the interdistrict attendance permit to ensure the student receives a FAPE.

- Applicability of this agreement shall be limited to the grade levels mutually maintained by the parties.
- The district of attendance shall claim the average daily attendance for state apportionment and revenue limit purposes. No financial obligation shall be incurred by the district of residence for the services rendered under this agreement.
- This agreement shall supersede all prior interdistrict attendance agreements among the parties.
- Any party may terminate this agreement, effective the beginning of the next school year, by giving ninety (90) days' prior written notice to the other parties.

So agreed this \_\_\_\_ day of \_\_\_\_\_, 2011

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of June 9, 2011**

**ITEM: ANNUAL REPORT ON THE YEAR 1 IMPLEMENTATION  
OF THE STRATEGIC PLAN**

**PREPARED BY: Marla Stephenson, Superintendent**

**TYPE OF ITEM: Staff Report**

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**BACKGROUND INFORMATION**

**The report is attached.**



## Year 1 Strategic Plan Implementation Annual Report to the Board of Education

On Thursday May 12<sup>th</sup>, Albany Unified School District's (AUSD) teacher representatives, AUSD district staff, AUSD parents and Albany community members met at the Albany Community Center to participate in AUSD first *Strategic Plan Annual Update*.

The purpose of the event was twofold; AUSD staff presented evidence of the many programs and activities that have helped move the district toward its goals, and the district elicited input from the participants to help formulate next year's focus.

### ***Essential Standards, Assessment, and Professional Learning Communities:***

AUSD staff, Cornell Middle School Principal, Wendy Holmes; Albany High School Principal, Ted Barone; Albany High School Assistant Principal, Tami Benau; and Albany High School English teachers; John Bailes, Emily Surowitz, Vanessa Mason, and Corinne Berletti presented evidence on the district's efforts to establish *Essential Standards* for all grade levels and courses that included identifying standards, developing common assessments, and using data to support teacher discussions about lesson effectiveness and student outcomes.

### ***Elementary Standards:***

AUSD staff, Cornell School 5th grade teacher, Miesje Child; Marin School Intervention teacher, Hanna Miller; and Ocean View School 1<sup>st</sup> grade teacher, Sue Goose from the *Elementary Standards Committee* shared their experience in working on a long term project that necessitated significant collaboration within the committee and with the entire AUSD elementary teaching staff.

### ***Middle School Standards:***

Albany Middle School teacher and AUSD's Safe Schools Coordinator; Debra Brill presented information about the Building Effective School Together (BEST) program that is being implemented at Albany Middle School including Cornell, Marin, and Ocean View Elementary Schools. BEST is a program designed to build a culture of safety, respect, and responsibility in the schools. The group also shared their commitment to building greater collaboration in its decision-making processes.

Additional information was provided on the district's efforts to identify students needing additional support, improvements in technology usage, elementary counseling services, facilities improvements, and the districts professional development over the past year. Enrichment programs such as service learning, noon activities and internships were also showcased. AUSD 's Strategic Plan has a strong emphasis on balancing academic and social/emotional needs of students.

After each presentation, the Strategic Planning Committee engaged in meaningful dialogue about each strategy. Through this process, the committee provided valuable input to the district as plans are developed for the 2<sup>nd</sup> year of implementation. Some of the recommendations included to continue the work of defining essential standards, creating rubrics, and assessments, to develop Professional Learning Communities protocols across all grade levels, to elicit more teacher assistance in pre-planning for professional development, and to continue to refine and develop of a tier intervention system to support all students.



**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of June 9, 2011**

**ITEM: REPORT ON K-5 INSTRUCTIONAL MINUTES**  
**PREPARED BY: Lynda Hornada, Director of Curriculum and Instruction**  
**TYPE OF ITEM: Staff Report**

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**BACKGROUND INFORMATION**

The report is attached.

## Kindergarten Through Fifth Grade Instructional Minutes Report June 9, 2011

In the 2007-2008 school year, the Board of Education directed district staff to study the elementary program's use of staggered reading in 1<sup>st</sup> through 3<sup>rd</sup> grades. This came in response to numerous parent requests for the implementation of a common arrival and dismissal time at these grade levels.

The Curriculum Advisory Committee (CAC) comprised of principals, teachers, and parents reviewed the staggered reading program over the course of 9 meetings. The CAC developed and conducted surveys for parents and teachers, analyzed the data and proposed for options for the Board to consider.

The four options were presented to the Board in May of 2008 were:

1. Retain staggered reading with no changes
2. Add an additional twenty minutes to the 1<sup>st</sup>-3<sup>rd</sup> grade instructional day
3. Move to a common arrival/dismissal with a 2:45 release time
4. Move to a common arrival/dismissal with a 3:05 release time

In June of 2008, the Board approved the adding of twenty minutes of instructional time (four days per week) to the 1<sup>st</sup> through 3<sup>rd</sup> grade for the 2008-09 school year. The Board directed staff to form a Small Group Reading Task Force. The task force was charged with evaluating small group reading programs and structures in the hopes that a further study would result in a recommendation that could bring together a divided community.

In November of 2008, the Small Group Reading Task Force made the following recommendations:

1. Retain the current staggered reading schedule and begin referring to it as Universal Access time.
2. Ensure the bulk of the staggered reading time is used for reading instruction.
3. Evaluate the reading curriculum on an annual basis in a collaborative manner.
4. Explore and select a new English Language Arts program in 2009-10 and implement it in 2010-11 at each elementary site.
5. Communicate the purpose of staggered reading to parents.
6. Give parents the opportunity to indicate preference reading an early bird or late bird placement.
7. Give siblings the preference to be on the same schedule.
8. Make information about daycare options more accessible for parents.

The Board discussed the report and action was taken to support items #s 2 through 4 of the report. Staff was asked to present further options that retained small group reading instruction while providing 50,400 instructional minutes for per year per student for 1<sup>st</sup> through 3<sup>rd</sup> grades. The Board also requested that staff look into on site enrichment opportunities for students.

In December of 2008, staff presented four options that meet the Board's directive above. Much discussion and public comment ensued regarding the four options and the Board directed staff to bring back a final recommendation in February of 2009.

At the February 3<sup>rd</sup> Board meeting, Superintendent Stephenson presented her recommendations. They were as follows:

1. Maintain the staggered reading program in grades 1-3.
  - Communicate the purpose of the reading schedule to the parents.
  - Give parents the opportunity to indicate a preference regarding an AM or PM schedule.
  - Give siblings preference to be on the same schedule.
2. Increase individual student minutes to the state required minimum of 50,400.
3. Provide a fee based, on site enrichment program for the students.

By a 3:2 vote, the Board voted for the Superintendent's recommendations and directed staff to move forward with the plan.

In March of 2009, staff tried to resume the work of the Small Group Reading Task Force to begin to realize the above plan. The Task Force meetings were delayed because union negotiations began as a result of the Board's decision to increase individual student instructional minutes to 50,400 per year starting in 2009-10. The district and the teacher's union came to an agreement to hold the decision of increasing the minutes in abeyance for two years. In May of 2009, the Task Force resumed work and the following recommendations were realized prior to the start of the 2009-10 school year:

1. Retained the staggered reading schedule without any increase in instructional minutes.
2. Ensured the bulk of the staggered reading time was used for reading instruction.
3. Communicated the purpose of staggered reading to parents through a written document.
4. Gave parents the opportunity to indicate preference reading an early bird or late bird placement and notified them of their child's placement during the summer so parents had additional time to arrange daycare options.
5. Gave siblings the preference to be on the same schedule.
6. Made information about daycare options more accessible for parents.

An Enrichment Committee was also formed mid-year to explore on-site enrichment options. In June of 2009, the Enrichment Committee presented a plan to the Board to permit East Bay Center for the Arts to provide on-site enrichment for 1<sup>st</sup> through 3<sup>rd</sup> grades. The Board approved the plan and the program was put into place at each site in the fall of 2009. The plan was unique because it provided an additional option for parents with scheduling conflicts to bring their child to school an hour early if their child was a late bird or pick them up an hour later if their child was an early bird. Over the past two years, the enrichment program has been highly successful in meeting this goal and has provided an array of classes that have engaged and delighted our students.

During the fall of the 2009-10 school year, the district received news from the California Department of Education that all curriculum adoptions and their funding would be suspended until 2014. The adoptions and funding were halted because of the State's budget crisis. Because of the suspension of adoptions, the district decided to put on hold Task Force recommendation #4 of exploring and selecting a new English Language Arts program.

During the same year, the district embarked on implementing the board approved Everyday Math program at the elementary school sites. All efforts were focused on teacher training and preparation for the implementation. It is important to note that for the past two years the district's efforts has focused heavily on Everyday Math and therefore the majority of the curricular work has been related to mathematics. The result has been an overall increase of student achievement in math as measured by state standardized tests.

Additionally, the district began the process of developing a Strategic Plan. While this process has been most valuable in streamlining the district's goals, it took a tremendous number of hours of staff time to develop the plan and to prepare for the first year of implementation.

The combination of the continued implementation of Everyday Math and the work of realizing the Strategic Plan goals have taken precedence over the revisiting of the increase of instructional minutes to 50,400 in 1<sup>st</sup> through 3<sup>rd</sup> grades. The agreement with ATA and the District to hold the increase of instructional in abeyance is for two years is going to expire at the end of June.

Staff is recommending an extension of the abeyance agreement for an additional school year in order for a committee to re-examine the matter of the Board's directive of increased instructional minutes at 1<sup>st</sup> through 3<sup>rd</sup> grades while at the same time shifting the focus of the district's curricular work to Language Arts for K through 5<sup>th</sup> grades.

In addition, plans are underway to change the structure of the Kindergarten program for the 2011-12 school year. The elementary school sites will extend school hours for kindergarten students. Students will attend school on an extended day Early Bird/Late Bird schedule. The Early Bird Schedule will be: 8:20 am - 12:50 pm and the Late Bird Schedule will be: 9:20 am – 1:50 pm. This schedule allows kindergarten students to have small group instruction daily, as well as allows kindergarten teachers to attend weekly staff meetings.

An extended day offers our students additional time to meet the rigorous state standards for kindergarten. Each Early Bird/Late Bird period (one hour daily) provides the structure for teachers to differentiate instruction, and allows for lower student to teacher class ratios.

Kindergarten classes will have recess and lunch during the school day separate from the 1<sup>st</sup> through 5<sup>th</sup> grade classes. The lunch period will be 45 minutes. School lunch service will be extended so that families can choose to purchase lunches for their children either at their school office or through the district website.

Parents are now in the process of completing Kindergarten Early Bird/Late Bird preference forms so they can be notified of their child's school and Early Bird/Late Bird placements during the summer.

AUSD staff would like to thank the Board of Education for its support of the district's work of realizing the goals of our district mission, core values and beliefs, and the strategic plan. Working together, we can continue to support and serve all students in our district.

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP  
Regular Meeting of June 9, 2011**

**ITEM:** Board Resolution 2010-11-27  
Establish Fund Balance Policies per GASB 54  
BP 3100 and BP 3100(a)

**PREPARED BY:** Laurie Harden, Assistant Superintendent, Business Services

**TYPE OF ITEM:** *Action*

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**Background Information:**

The Governmental Accounting Standards Board (GASB) released Statement 54- Fund Balance Reporting and Governmental Fund Type Definitions which is effective for the fiscal year ending June 30, 2011. This new Statement is intended to improve the usefulness of the amount reported in fund balance by providing a more structured classification.

The updated policy reflects Governmental Accounting Standards Board (GASB) Statement 54, which makes changes in the way public agencies must report fund balances in the general fund and gives the board sole authority to specify purposes of funds classified as "committed" and to express, or delegate the authority to express, intended purposes of resources that result in the "assigned" fund balance.

Currently fund balance is classified as "reserved" and "unreserved". Unreserved fund balance may further be allocated into designated and undesignated. GASB 54 will change how funds balance is reposted. The hierarchy GASB 54 classifications is as follows:

- Non-spendable Fund Balance
- Restricted Fund Balance
- Committed Fund Balance
- Assigned Fund Balance
- Unassigned Fund Balance

The above are described in detail within the proposed board policy 3100a, which is included.

**RECOMMENDATION: Approve Resolution 2010-11-27, board policies 3100 and 3100(a) as presented.**

**ALBANY UNIFIED SCHOOL DISTRICT  
RESOLUTION TO ESTABLISH FUND BALANCE POLICIES AND COMPLIANCE  
AS REQUIRED BY GASB 54  
#R2010-11-27**

At a regular meeting of the Albany Unified School District Board of Trustees held on June 9, 2011, on a motion made by \_\_\_\_\_ and seconded by \_\_\_\_\_, the Board adopts the following resolution:

**WHEREAS**, the Governmental Accounting Standards Board (GASB) has adopted Statement Number 54 (GASB 54), *Fund Balance Reporting and Governmental Fund Type Definitions*, that is effective in fiscal year 2010-2011, and

**WHEREAS**, the Albany Unified School District wishes to comply with GASB 54 as required beginning with the current July 1, 2010 – June 30, 2011 fiscal year;

**NOW THEREFORE BE IT RESOLVED** that the Board of Trustees hereby adopts the following:

***FUND BALANCE – GASB 54 COMPLIANCE***

Fund balance measures the net financial resources available to finance expenditures of future periods. The District's Unassigned General Fund Balance will be maintained to provide the District with sufficient working capital and a margin of safety to address local and regional emergencies without borrowing. The Unassigned General Fund Balance may only be appropriated by resolution of the Board of Trustees.

Fund Balance of the District may be committed for a specific source by formal action of the Board of Trustees. Amendments or modification to the committed fund balance must also be approved by formal action of the Board of Trustees. Committed fund balance does not lapse at year-end. The formal action required to commit fund balance shall be by board resolution or majority vote.

The Board of Trustees delegates authority to assign fund balance for a specific purpose to the Chief Business Official of the District.

For purposes of fund balance classification, expenditures are to be spent from restricted fund balance first and then unrestricted. Expenditures incurred in the unrestricted fund balances shall be reduced first from the committed fund balance, then from the assigned fund balance and lastly, the unassigned fund balance.

All funds remaining in Fund 11 Adult Education and Fund 14 Deferred Maintenance, at year end, are deemed to be "committed" for the purposes of the Fund(s).

The Board of Trustees recognizes that good fiscal management comprises the foundational support of the entire District. To make that support as effective as possible, the Board intends to maintain a minimum fund balance of 3% of the District's general fund annual operating expenditures. If a fund balance drops below 3%, the District's governing board will develop a plan to replenish the fund balance to the established minimum level within one year. This policy should be revisited each year for review.

The above Resolution is adopted this 9<sup>TH</sup> day of June, 2011.

Ayes:

Nays:

Abstain:

\_\_\_\_\_

**REVISED**

**Albany USD**

**Board Policy**

**Budget**

BP 3100

**Business and Noninstructional Operations**

The Governing Board of Education recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, and priorities. The district budget shall guide administrative decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

(cf. 0000 - Vision)

(cf. 3000 - Concepts and Roles)

(cf. 3300 - Expenditures and Purchases)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9000 - Role of the Board)

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

**Budget Development and Adoption Process**

The Superintendent or designee shall establish an annual budget development process and calendar in accordance with the single budget adoption process described in Education Code 42127(i). He/she shall annually notify the County Superintendent of Schools of the district's decision to use the single budget adoption process in the subsequent year.

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff at all levels in the development of budget projections.

The Board encourages public input in the budget development process and shall hold public hearings and meetings in accordance with Education Code 42103 and 42127.

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

The budget that is formally adopted by the Board shall be in the format prescribed by the Superintendent of Public Instruction. The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.



~~The Superintendent or designee shall ensure that the proposed district budget is clearly presented and effectively communicated to the Board, staff, and public. He/she may adapt or supplement the format prescribed by the Superintendent of Public Instruction (SPI) as necessary for these purposes. However, the budget that is formally adopted by the Board shall be in the state required format.~~

### Budget Criteria and Standards

In developing the district budget, the Superintendent or designee shall analyze criteria and standards adopted by the State Board of Education which address estimation of funded average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected revenue limit, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance, and reserves. The budget review shall also identify supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, and the status of labor agreements. (Education Code 33127, 33128, 33129; 5 CCR 15440-15451)

The Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of law. (Education Code 33128.3; 5 CCR 15450-)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, categorical program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

(cf. 2210 - Administrative Discretion Regarding Board Policy)  
(cf. 3110 - Transfer of Funds)

### Fund Balance

The Board shall adopt a formal resolution that provides for classification of fund balances in the general fund and is compliant with Governmental Accounting Standards Board (GASB) Statement 54. The resolution also shall:

1. Establish specific steps for committing funds that cannot be used for any other purpose unless the Board takes action to remove or change the constraint
2. Express the authority of the Board and/or delegate authority to other person(s) to identify intended uses of assigned funds
3. Establish the order in which fund balances will be spent when multiple fund balance types are available for an expenditure

### Long-Term Financial Obligations

The district's current-year budget and multi-year projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

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- (cf. 4141/4241 - Collective Bargaining Agreement)
- (cf. 4143/4243 - Negotiations/Consultation)
- (cf. 4154/4254/4354 - Health and Welfare Benefits)
- (cf. 7210 - Facilities Financing)
- (cf. 9250 - Remuneration, Reimbursement and Other Benefits)

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of OPEBs, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

### Budget Amendments

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval when the state budget is adopted, collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

### Legal Reference:

#### EDUCATION CODE

- 1240 Duties of county superintendent of schools
- 33127-33131 Standards and criteria for local budgets and expenditures
- 35035 Powers and duties of superintendent
- 35161 Powers and duties, generally, of governing boards
- 42103 Public hearing on proposed budget; requirements for content of proposed budget
- 42120-42129 Budget requirements
- 42130-42134 Financial certifications
- 42140-42141 Disclosure of fiscal obligations
- 42132 ~~Resolutions identifying estimated appropriations limit~~
- 42602 Use of unbudgeted funds
- 42605 Tier 3 categorical flexibility
- 42610 Appropriation of excess funds and limitation thereon
- 44518-44519.2 Chief business officer training program
- 45253 Annual budget of personnel commission
- 45254 First year budget of personnel commission

## GOVERNMENT CODE

7900-7914 Appropriations limit

## CODE OF REGULATIONS, TITLE 5

15060 Standardized account code structure

15440-15451 Criteria and standards for school district budgets

## Management Resources:

## CSBA PUBLICATIONS

Maximizing School Board Governance: Budget Planning and Adoption, 2006

Maximizing School Board Governance: Understanding District Budgets, 2006

School Finance CD-ROM, 2005

## CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

## FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, September 2006

## GOVERNMENTAL ACCOUNTING STANDARDS BOARD

Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999

Statement 45, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2004

## WEB SITES

CSBA: <http://www.csba.org>Association of California School Administrators: <http://www.acsa.org>California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fg>California Department of Finance: <http://www.dof.ca.gov>Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>Governmental Accounting Standards Board: <http://www.gasb.org>

## Policy ALBANY UNIFIED SCHOOL DISTRICT

adopted: May 19, 2009 Albany, California

revised:

## ALBANY UNIFIED SCHOOL DISTRICT Board Policy

### BP 3100(a) Fund Balance Policy Business and Non-instructional Operations

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The Fund Balance Policy is intended to provide guidelines during the preparation and execution of the annual budget to ensure that sufficient reserves are maintained for unanticipated expenditures or revenue shortfalls. It also is intended to preserve flexibility throughout the fiscal year to make adjustments in funding for programs approved in connection with the annual budget. The Fund Balance Policy should be established based upon a long-term perspective recognizing that stated thresholds are considered minimum balances. The main objective of establishing and maintaining a Fund Balance Policy is for the district to be in a strong fiscal position that will allow for better position to weather negative economic trends.

The Fund Balance consists of five categories: Nonspendable, Restricted, Committed, Assigned, and Unassigned.

- **Nonspendable Fund Balance** consists of funds that cannot be spent due to their form (e.g. inventories and prepaids) or funds that legally or contractually must be maintained intact.
- **Restricted Fund Balance** consists of funds that are mandated for a specific purpose by external parties, constitutional provisions or enabling legislation.
- **Committed Fund Balance** consists of funds that are set aside for a specific purpose by the district's highest level of decision making authority (governing board). Formal action must be taken prior to the end of the fiscal year. The same formal action must be taken to remove or change the limitations placed on the funds.
- **Assigned Fund Balance** consists of funds that are set aside with the intent to be used for a specific purpose by the district's highest level of decision making authority or a body or official that has been given the authority to assign funds. Assigned funds cannot cause a deficit in unassigned fund balance.
- **Unassigned Fund Balance** consists of excess funds that have not been classified in the previous four categories. All funds in this category are considered spendable resources. This category also provides the resources necessary to meet unexpected expenditures and revenue shortfalls.

#### **Nonspendable and Restricted Funds**

Nonspendable funds are those funds that cannot be spent because they are either:

- 1) Not in spendable form (e.g. inventories, stores and prepaids)
- 2) Legally or contractually required to be maintained intact

It is the responsibility of the Chief Business Official to report all Nonspendable Funds appropriately in the District's Financial Statements.

Restricted funds are those funds that have constraints placed on their use either:

- 1) Externally by creditors, grantors, contributors, or laws or regulations or other governments
- 2) By law through constitutional provisions or enabling legislation.

It is the responsibility of the Chief Business Official to report all Restricted Funds appropriately in the District's Financial Statements.

### **Classifying Fund Balance Amounts**

When both restricted and unrestricted funds are available for expenditure, restricted funds should be spent first unless legal requirements disallow it.

When committed, assigned and unassigned funds are available for expenditure, committed funds should be spent first, assigned funds second, and unassigned funds last; unless the governing board has provided otherwise in its commitment or assignment actions.

### **Authority to Commit Funds**

The district's governing board has the authority to set aside funds for a specific purpose. Any funds set aside as Committed Fund Balance requires the passage of a resolution by a simple majority vote. The passage of a resolution must take place prior to June 30th of the applicable fiscal year. If the actual amount of the commitment is not available by June 30th, the resolution must state the process or formula necessary to calculate the actual amount as soon as information is available.

### **Authority to Assign Funds**

Upon passage of the Fund Balance Policy, authority is given to the district's Chief Business Official to assign funds for specific purposes. Any funds set aside as Assigned Fund Balance must be reported to the district's governing board at their next regular meeting. The governing board has the authority to remove or change the assignment of the funds with a simple majority vote.

The district's governing board has the authority to set aside funds for the intended use of a specific purpose. Any funds set aside as Assigned Fund Balance requires a simple majority vote and must be recorded in the minutes. The same action is required to change or remove the assignment.

### **Unassigned Fund Balance**

Unassigned Fund Balance is the residual amount of Fund Balance in the General Fund. It represents the resources available for future spending. An appropriate level of Unassigned Fund Balance should be maintained in the General Fund in order to cover unexpected expenditures and revenue shortfalls.

Unassigned Fund Balance may be accessed in the event of unexpected expenditures up to the minimum established level upon approval of a budget revision by the District's governing board. In the event of projected revenue shortfalls, it is the responsibility of the Chief Business Official to report the projections to the district's governing board on a quarterly basis and shall be recorded in the minutes.

Any budget revision that will result in the Unassigned Fund Balance dropping below the minimum level will require the approval of 2/3 vote of the district's governing board.

The Fund Balance Policy establishes a minimum Unassigned Fund Balance equal to 3% of total General Fund expenditures. In the event that the balance drops below the established minimum level, the District's governing board will develop a plan to replenish the fund balance to the established minimum level within one year.

**ADOPTED: 06/09/11**

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of June 9, 2011**

**ITEM:** Approve amended Declaration of Need  
**PREPARED BY:** Cynthia Attiyeh, Human Resources Administrator  
**TYPE OF ITEM:** REVIEW & DISCUSSION

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**BACKGROUND INFORMATION:**

At times it is difficult to find fully qualified educators for certain positions and the district needs to be able to request Emergency Permits, Limited Assignment Permits and employee Interns to staff them. During a recent assignment monitoring audit of credentials, it was determined that a number of certificated personnel do not possess an English Learner authorization. This amendment increases the number of Emergency Clad permits from ten to twenty so that the district can maintain compliance.

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**FINANCIAL INFORMATION:**

No cost to the district

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**RECOMMENDATION: Approve the amended Declaration of Need**



State Of California  
Commission On Teacher Credentialing  
Certification, Assignment and Waivers Division  
Box 944270  
Sacramento, CA 94244-2700

Telephone:  
(916) 445-7254 or (888) 921-2682  
E-mail: credentials@ctc.ca.gov  
Website: www.ctc.ca.gov

### DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

- Original Declaration of Need for year: 11-12
- Revised Declaration of Need for year: \_\_\_\_\_

#### FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Albany District CDS Code: 61127  
 Name of County: Alameda County CDS Code: 01

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 06 / 09 / 11 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► *Enclose a copy of the board agenda item*

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2012.

Submitted by (Superintendent, Board Secretary, or Designee):

<u>Marla Stephenson</u>		<u>Superintendent</u>
<small>Name</small>	<small>Signature</small>	<small>Title</small>
<u>510-559-6560</u>	<u>510-558-3766</u>	
<small>Fax Number</small>	<small>Telephone Number</small>	<small>Date</small>
<u>1051 Monroe St. Albany, CA 94706</u>		
<small>Mailing Address</small>		
<u>mstephenson@ausdk12.org</u>		
<small>E-Mail Address</small>		

#### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_/\_\_\_/\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► *Enclose a copy of the public announcement*

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
_____ <i>Mailing Address</i>		
_____ <i>E-Mail Address</i>		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subject(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD (applicant already holds teaching credential)	10
BCLAD (applicant already holds teaching credential)	3
List target language(s) for BCLAD: _____ _____	
Resource Specialist	10
Teacher Librarian Services	5
Visiting Faculty Permit	1

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in multiple subject and single subject areas.

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	10
Single Subject	15
TOTAL	35



**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program?  Yes  No

If no, explain. Internships are handled through Commission-approved programs; below

Does your agency participate in a Commission-approved college or university internship program?  Yes  No

If yes, how many interns do you expect to have this year? 3

If yes, list each college or university with which you participate in an internship program.

Brandman University  
\_\_\_\_\_  
\_\_\_\_\_

If no, explain why you do not participate in an internship program.

\_\_\_\_\_  
\_\_\_\_\_

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**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of June 9, 2011**

**ITEM: REVIEW AR 5111.1 RESIDENCY**  
**PREPARED BY: Marla Stephenson, Superintendent**  
**TYPE OF ITEM: REVIEW AND DISCUSSION**

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**BACKGROUND INFORMATION:**

**Review revised AR 5111.1 Residency.**

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**FINANCIAL INFORMATION:**

**NONE.**

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**RECOMMENDATION:**

**REVIEW AND APPROVE.**

# Albany USD

## Administrative Regulation

### District Residency

AR 5111.1  
Students

Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under that section. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.

#### Criteria for Residency

A student shall be deemed to have complied with district residency requirements if he/she meets any of the following criteria:

1. The student's parent/guardian resides within district boundaries. (Education Code 48200)

(cf. 5111.13 - Residency for Homeless Children)  
(cf. 6173 - Education for Homeless Children)

"If you are divorced, you must also bring the custody provisions for your child or children. Note that the Welfare and Institutions Code section 17.1(b) provides that the residence of the child is determined by the residence of the person who been given custody by the court. "Custody" means the legal right to have custody of the child. If custody is held jointly by two or more persons, "custody" means the physical custody of the child. For purposes of residency for parental joint custody, whichever parent has the student for the greatest percentage of time during the school year will determine residency. In the case of 50/50 joint physical custody, the family may decide in which school district to enroll the student."

2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement. (Education Code 48204)

(cf. 6173.1 - Education for Foster Youth)

3. The student has been admitted through the district's interdistrict attendance program. (Education Code 48204)

(cf. 5117 - Interdistrict Attendance)

4. The student is an emancipated minor residing within district boundaries. (Education Code 48204)

5. The student lives with a caregiving adult within district boundaries. (Education Code 48204)

(cf. 6183 - Home and Hospital Instruction)

District residency is not required for enrollment in a regional occupational center or program if there are openings in the program or class. (Education Code 52317)

The Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

#### Proof of Residency

A student shall be deemed to have complied with residency requirements if he/she provides evidence considered sufficient by the Superintendent that he/she meets any of the following criteria:

1. The student and his/her parent/legal guardian reside within district boundaries
2. The student is placed within district boundaries in a regularly established, licensed children's institution, or a licensed foster home, or a family home pursuant to a court-ordered commitment or placement.
3. The student has been admitted through the district's interdistrict attendance program.
4. The student is an emancipated minor residing within district boundaries.
5. The student resides in the home of an approved caregiver adult living within district boundaries.
6. The student resides in a hospital or other state licensed medical facility within district boundaries.
7. The student is participating in a federally approved international student exchange program and the host family resides within the district boundaries.

The district must be notified of changes in residency within 72 hours of the change.

"To notify the district of a residency change, you must bring proof of your new residence to the district office. That proof includes the same documents required for admission to the district schools."

District residency is not required for enrollment in a regional occupational center or program (ROC or ROP) if there are openings in the program or class.

Prior to admission into district schools, students shall provide proof of residency. A student can have only one residence for purposes of establishing residency. The Superintendent or designee shall annually verify the student's residency and retain a copy of the document(s) offered as verification. Reasonable evidence of residency may be established by documentation including, but not limited to, one form of documentation from each of the following groups: (UC Berkeley Village residents - Group D only)

Group A:

- \*Current Passport,
- \*Driver's License with Vehicle Registration or other DMV verification
- \*California Identification Card,
- \*Federal or State Governmental Identification Card.

Group B:

- \*Current Rental/Lease Agreement (with the following: Parent/Guardian name, students name(s), name of owner or manager and telephone number - sub leases will not be accepted),
- \*Current Property Tax Bill,
- \*Current Homeowner or Renter's Insurance Policy.

Group C:

- \*State or Federal Tax Returns with W-2 attached,
- \*Payroll Check Stub with name and address,
- \*Other form of identification or correspondence from a government agency.
- \*Utility Bill

Group D: (For residents of UC Berkeley Village - Only)

- \*Residents of UC Berkeley Village need to provide a copy of the current rental agreement that lists all persons living in the unit.

Note: Students on an approved interdistrict permit must annually verify the residency requirement as stated above. A change of address from the time when an interdistrict permit was first approved (from one district to another) will require a new interdistrict transfer application and will be subject to the restrictions of the interdistrict transfer permit into the Albany Unified School District. Student moves from district "A" to district "B" and wants to continue on an inter-district transfer. Because interdistrict transfers must be approved by each school district involved, a new request must be submitted for approval.

When presented with a substitute address designated by the Secretary of State for victims of domestic violence or stalking residing within district boundaries, the Superintendent or designee shall accept and use the substitute address for all future communication and correspondence and in all public records.

In the event that the district determines that residency has not been established, the student

affected shall either be denied enrollment, or if already enrolled, shall be disenrolled effective not less than five school days from the date that the parent or legal guardian was notified of the residency determination. The Superintendent may delay the disenrollment until the end of the semester if the student is in the last trimester of that term.

The Superintendent shall conduct an investigation to determine the student' and parents/guardians' residency when provided reasonable information that the enrollment was based on false evidence of residency.

Legal Reference:

EDUCATION CODE

35351 Assignment of students to particular schools

48050-48054 Nonresidents

48200-48208 Persons included (compulsory education law)

48980 Notifications at beginning of term

52317 ROP, admission of persons including nonresidents to attendance area

FAMILY CODE

6550-6552 Caregivers

GOVERNMENT CODE

6205-6211 Confidentiality of residence for victims of domestic violence

CODE OF REGULATIONS, TITLE 5

432 Varieties of student records

UNCODIFIED STATUTES

AB 687, Ch. 309, Statutes of 1995

COURT DECISIONS

Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

0303.95 Verification of residency, LO: 1-95

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California Secretary of State, Safe at Home Program: <http://www.ss.ca.gov/safeathome>

Regulation ALBANY UNIFIED SCHOOL DISTRICT

approved: October 6, 2009 Albany, California