

School Accountability Report Card Reported for School Year 2008-09 *Published During 2009-10*

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

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Marin Academic Center	District Name	N/A
Street	300 Sunny Hills Drive, Building 1	Phone Number	415-457-3135
City, State, Zip	San Anselmo, CA 94960	Web Site	www.sunnyhillsservices.org
Phone Number	415-457-3135	Superintendent	N/A
Principal	Jolene Yee	E-mail Address	N/A
E-mail Address	jyee@sunnyhillsservices.org	CDS Code	21-65318-6910046

School Description and Mission Statement (School Year 2008-09)

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

About This School: The Marin Academic Center (MAC) is a California certified nonpublic school for students experiencing educational and behavioral challenges in traditional public school environments. To increase academic and social/emotional success our students, ages 5 to 15, receive a nonpublic school placement. The goal of the Marin Academic Center is to provide a high-quality, individualized educational approach to address and build upon each student's individual needs, interests and fundamental desire to learn and grow. The intense academic and behavioral remediation per individual education plans (IEP) for elementary to middle school-aged students include core academic classes, sensory-motor activities, speech and language therapy, occupational therapy, music (drumming) program, positive behavioral interventions, and comprehensive family support. Collaborative programming allows academic staff and administration the opportunity to work with a student's parent, guardian and/or clinical personnel in the planning and coordination of instruction and behavioral management procedures. High standards are set with the aim to reintegrate students into less restrictive educational environments in local public schools. Based in San Rafael, the Marin Academic Center serves children from throughout the San Francisco Bay Area.

The goal of the Marin Academic Center is to provide a quality education that builds upon each student's individual needs, interests and fundamental desire to learn and grow. While the program is individualized to meet a variety of student needs, it is also standardized so that each student has the opportunity to gain access to the core curriculum. High standards are set with the aim to reintegrate students into less restrictive educational environments. The program is collaborative so that academic staff and administration have the opportunity to work with parents, family members, caregivers, clinical and treatment personnel in the planning and coordination of instruction and behavioral management procedures and services. MAC provides intense academic and behavioral remediation for elementary-aged students; including intensive behavioral management techniques, core academic lessons, sensory-motor activities, and as needed, speech and language therapy, occupational therapy and comprehensive family support is available.

The strength of the Marin Academic Center's program is built upon a community of acceptance, created by a dedicated school staff, and provided for all students regardless of individual differences and/or disabilities.

To help ensure a positive behavioral intervention structure, the development of combined behavioral management systems and incentive plans are consistently utilized throughout the Marin Academic Center. The balanced approach of the behavioral management process works in conjunction with individualized incentive plans, and ties into the overall positive behavioral intervention structure or program. This is accomplished in part by following a school wide step system. The basic goal is to approach specific target behavior(s) with immediate, short term, and clearly defined interventions and/or neutral consequence responses that are clearly understandable for each individual child rather than being simply punitive in nature or delivery. In this "planful" manner of structured, consistent and non-personalized responses, with an added sense of nurturing, allows for intrinsic and external awareness to grow while promoting greater internalization of positive or appropriate behavioral responses by a child.

The school wide *Step System* consists of five steps. Each step is structured to build upon the previous level's responsibilities and privileges. By so doing, it reinforces the expectation that the child is able to handle increased responsibilities and privileges by displaying a greater ability to maintain appropriate behavioral choices within the school setting.

In addition, because the Marin Academic Center NPS is part of Sunny Hills Services (SHS), a non-profit treatment agency, the behavior management practices also adhere to the principles and practices of the general treatment program.

Both the Marin Academic Center NPS and SHS behavior management programs emphasize positive, strength-based interventions. Therapeutic tools such as natural consequences for behavioral choices, limit setting, de-escalation, alert program interventions, life-space interventions, reality confrontation and re-direction are implemented by school staff as indicated for each individual student in his/her IEP and/or treatment plan. Other therapeutic tools include awards and/or recognition for positive behavioral choices and/or achievement of individual goals. This latter approach is again reflected in the Marin Academic Center NPS school wide step system and 'Special Friday' incentive programs and assemblies.

The great majority of students at the Marin Academic Center exhibit behaviors that impede their learning or the learning of others. Therefore, in accordance with Federal Law (IDEA), most students have individualized Functional Behavioral Assessments and/or Behavioral Intervention Plans incorporated into their IEPs that prescribe systematic and frequent applications of positive behavioral interventions. In addition, for student with pervasive maladaptive behaviors of such severity that they pose a danger to self or others and so lead to the application of physical restraints (at least 1X), a Functional Analysis Assessment and Systematic Positive Behavioral Plan may be developed complying with the California Hughes Statutes of 1990. In general, the procedures followed at the Marin Academic Center NPS adhere to the guidelines developed by the Marin County Office of Education (MCOE) in compliance with IDEA, as well as, the California State Education Code.

Opportunities for Parental Involvement (School Year 2008-09)

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

Parent participation is warmly accepted at the Marin Academic Center. There are regular sports activities (for middle school age students), student performances and school events open to parent, family and volunteer attendance. Parental participation and support of their child's education adds to that child's success at the Marin Academic Center.

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	2
Grade 1	2	Ungraded Elementary	
Grade 2	1	Grade 9	1
Grade 3	2	Grade 10	
Grade 4	4	Grade 11	
Grade 5	0	Grade 12	
Grade 6	2	Ungraded Secondary	
Grade 7	3	Total Enrollment	16

Student Enrollment by Group (School Year 2008-09)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	9%	White (not Hispanic)	64%
American Indian or Alaska Native	1%	Multiple or No Response	
Asian	0%	Socioeconomically Disadvantaged	36%
Filipino	5%	English Learners	0%
Hispanic or Latino	32%	Students with Disabilities	100%
Pacific Islander	0%	n/a	n/a

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3	10				8				8			
3-4	10				8				8			
4-8	8				7				8			
Other	10				8				8			

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2006-07	2007-08	2008-09
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	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A											
Mathematics	N/A											
Science	N/A											
Social Science	N/A											

III. School Climate

School Safety Plan (School Year 2008-09)

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

There is an annual Fire Safety Inspection Report and Fire Inspection Clearance conducted by the Ross Valley Fire Department, in addition to monthly fire drills. Earthquake drills are conducted twice a year. A comprehensive emergency policy and procedures for the agency/school site is maintained by Sunny Hills Services. The audit of the disaster food supplies and review of the emergency preparedness plan are completed annually.

Suspensions and Expulsions

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

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0	0	0			
Expulsions	0	0	0			

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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

The Marin Academic Center is located in two separate buildings. Each single-story, wood-frame structure has a concrete slab foundation, a pitched roof with composition shingles, and painted wood and stucco exterior. The buildings have fire sprinklers. The floors are covered with carpet and vinyl tile. The bathrooms include two toilets and a shower stall each, plus a two sink vanity. The floors and walls are finished with ceramic tile. Heat is provided by a gas-fired, forced-air furnace for each building.

Recent improvements to the buildings include new dual-pane windows, and interior carpet and paint. The overall quality of the improvements is in good repair, typical for this vintage of school building. "Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional. The condition is above-average, and the improvements reflect an above-average level of maintenance, repair and upkeep. In addition to the playground areas and pool, the site is landscaped, primarily with turf. There is a paved parking area and a separate 2400 sf. Gymnasium.

There are no students on school grounds before or after school hours. The school facility does have sufficient classroom, playground, and staff spaces to support teaching and learning.

There is an efficient process in place for the maintenance and upkeep of school grounds. Whenever a safety issue occurs, the SHS agency maintenance crew will attend to it immediately. Other requests are generally handled in 24-72 hours. There is a janitor that daily cleans the bathrooms and the school buildings.

School Facility Good Repair Status (School Year 2009-10)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a				
Interior: Interior Surfaces	n/a				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	n/a				Integrated Pest Management policy in place. Health Inspection Clearance 7/28/09
Electrical: Electrical	n/a				
Restrooms/Fountains: Restrooms, Sinks/Fountains	n/a				No drinking fountains on site, integrated water dispenser located in each classroom.
Safety: Fire Safety, Hazardous Materials	n/a				Annual Fire Inspection September 21, 2009
Structural: Structural Damage, Roofs	n/a				Building Safety Inspection Clearance 9/28/09
External: Playground/School Grounds, Windows/Doors/Gates/Fences	n/a				Building Safety Inspection Clearance 9/28/09 Marin Environmental Health Services Inspection 7/2009
Overall Rating					n/a

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	4	3	3	n/a
Without Full Credential	0	0	0	n/a
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information

on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	n/a	n/a
Library Media Teacher (librarian)	n/a	n/a
Library Media Services Staff (paraprofessional)	n/a	n/a
Psychologist	n/a	n/a
Social Worker	n/a	n/a
Nurse	n/a	n/a
Speech/Language/Hearing Specialist	1	16
Resource Specialist (non-teaching)	n/a	n/a
Other	4	8

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	100%	0%
Mathematics	100%	0%
Science	100%	0%
History-Social Science	100%	0%
Foreign Language	N/A	N/A
Health	100%	0%
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with

average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	n/a	n/a		
District	n/a	n/a		
Percent Difference – School Site and District	n/a	n/a		
State	n/a	n/a		
Percent Difference – School Site and State	n/a	n/a		

Types of Services Funded (Fiscal Year 2008-09)

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

N/A

Teacher and Administrative Salaries (Fiscal Year 2007-08)

Teacher and Administrative Salaries Specific Requirements:

Each school district, except for school districts maintaining a single school to serve kindergarten or any of grades one through twelve.

Note: Citation from School Accountability Report Card: Data Element Definitions and Sources 2008-09: California Department of Education Policy and Evaluation Division, July 2009

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through

eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts									
Mathematics									
Science									
History-Social Science									

Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Male				
Female				
Economically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2008-09)

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

Note: Scores are not shown when the number of students tested is ten or less	Grade Level	Percent of Students Meeting Fitness Standards
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because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.		Four of Six Standards	Five of Six Standards	Six of Six Standards
	5			
	7			
	9			

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide			
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

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

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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

AYP Criteria	School	District
Overall		
Participation Rate - English-Language Arts		
Participation Rate - Mathematics		
Percent Proficient - English-Language Arts		
Percent Proficient - Mathematics		
API		
Graduation Rate		

Federal Intervention Program (School Year 2009-10)

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

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	n/a	
Percent of Schools Currently in Program Improvement	n/a	

XII. Instructional Planning and Scheduling

Professional Development

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

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