

**SAUSALITO MARIN CITY SCHOOL DISTRICT
BOARD OF TRUSTEES REGULAR MEETING AGENDA**

BOARD OF TRUSTEES

Thomas Newmeyer, President; Mark Trotter, Vice President; Karen Benjamin, Clerk;
Shirley Thornton, Ed.D.; William J. Ziegler

SUPERINTENDENT

Valerie Pitts, Ed.D.

August 23, 2012

6:00 PM

Meeting Location: 200 Phillips Drive, Marin City

Discussion (D); Action (A)

CALL TO ORDER 6:00 PM

- 1. APPROVAL OF AGENDA ORDER (A)**
- 2. PERSONS WISHING TO ADDRESS THE BOARD PRIOR TO CLOSED SESSION (D)**
- 3. RECESS TO CLOSED SESSION TO CONSIDER AND/OR TAKE ACTION UPON ANY OF THE FOLLOWING ITEM(S) (D/A)**
 - A. With respect to every item of business to be discussed in Closed Session pursuant to GC Section 54956.8: **Lease Agreements and Service Contracts**

RECONVENE TO OPEN SESSION 7:00 PM

- 4. Announcement of Reportable Action Taken in Closed Session**
- 5. Pledge of Allegiance**

PERSONS WISHING TO ADDRESS THE BOARD PRIOR TO OPEN SESSION (D)

The Sausalito Marin City School Board of Trustees welcomes and values public input and participation. School board meetings are meetings of the Board of Trustees held in public and as such, public input is structured to ensure efficiency and respect for meeting protocols. Public input rules are posted at meetings.

Entire board packet on www.smcsd.org under School Board

REPORTS

6. Trustee Reports (D)

Members of the school board will report on activities and information they wish to share. The Board may request that items be agendaized and researched for presentation at future meetings.

❖ Superintendent's Report

❖ School Site Administrator Reports (D)

❖ ENSURE THAT ALL STUDENTS WITHIN SMCSO REACH HIGH LEVELS OF ACHIEVEMENT

7. Extended School Year Report (D)

8. Board Statement on Equity, Resolution #662 and Rubric – Third Reading (D/A)

MAINTAIN SOUND FISCAL DISCIPLINE AND OPERATIONS

9. Budget Update (D)

FACILITIES

10. Maintenance, Operations and Transportation Report (D)

ATTRACT, RETAIN AND INSPIRE HIGHLY QUALIFIED STAFF

12. Declaration of Need for Fully Qualified Educators (A)

13. Enrollment and Staffing Report (D)

PROVIDE SAFE, HEALTHY, POSITIVE LEARNING ENVIRONMENTS

14. Sausalito Marin City School District Response to the 2011/2012 Marin County Civil Grand Jury Report "Restorative Justice: its Time Has Come in Marin County" (A)

A. Board Policy 5131.2 Bullying: New Policy First Reading (D)

B. Board Policy 5145.3 Nondiscrimination/Harassment: Policy Update First Reading (D)

Entire board packet on www.smcsd.org under School Board

GOVERNANCE/PLANNING

15. Informational Session – Tax Initiative: Propositions 30 and 38 (D)

16. Board Bylaw 9270 Conflict of Interest Code (D)

CONSENT AGENDA

The purpose of the Consent Agenda is to group items which may be approved routinely. A board member or a member of the audience may request removal of an item for discussion. (A-Roll Call)

18. Approval of the minutes of the regular meeting of May 24, 2012 special meeting of May 31, 2012, regular meeting of June 14, 2012, special meeting of June 21, 2012 and regular meeting of June 28, 2012

19. Approval of Payments of Warrants

20. Approval of Consolidated Application Part 1

21. Approval of Resolution #669 - Tax Anticipation (TAN)

22. Approval of Personnel Action Report

23. Approval of the Quarterly Report: Williams Act

ADJOURNMENT

FUTURE BOARD AGENDA ITEMS

Staff Development Report

STAR Assessment/CST/Multiple Measures Report

Annual Arts Grant Report

Instructional Materials Resolution

Sunshine Negotiations

Honoring Tenured Teachers

Business Update

SAVE THE DATES

Future District Meeting Dates

All meetings are held at the District Office, 200 Phillips Drive, Marin City at 7:00 p.m. unless otherwise noted. *The first meeting date of each month will be allocated to additional special meetings on facilities issues, special meetings, community forum, etc. as needed. The only or second meeting date of each month will be allocated to regular board meetings.

September 13*

September 27

October 11*

October 25

Entire board packet on www.smcsd.org under School Board

November 15	Third Thursday; one November meeting due to Holidays
December 6*	First Thursday due to Holidays
December 13	Second Thursday due to Holidays

Future Charter School Board Meeting Dates

Meetings are open to the public and generally held on the school campus, 33 Buchanan Street, Sausalito. With the exception of the December meeting, meetings are held on the 3rd Wednesday of the month at 6:30 p.m.

Upcoming Dates and Important Events

Please visit the District website www.smcsd.org

Sausalito Marin City School District Board Meeting Procedures

Agendas are posted at the District Office and at Martin Luther King, Jr. Academy, both located at 200 Phillips Drive, Marin City. An agenda is also posted at Bayside Elementary School, 630 Nevada Street, Sausalito. Agendas are posted at least 72 hours in advance of a regular board meeting. All board meetings are conducted according to Education Code 35145.5 and District Board Policy 9320.

The District adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the District Office at 415-332-3190. All efforts will be made for reasonable accommodations. Members of the public are requested to turn off or mute ALL cell phones, pagers or other communication devices upon entering the Board Meeting Room. Backup materials for items on this agenda are available for review in the Superintendent's Office.

Entire board packet on www.smcsd.org under School Board

Sausalito Marin City School District
Office of the Superintendent

Date: August 23, 2012
To: Board of Trustees
From: Valerie Pitts, Superintendent
Re: Discussion: Extended School Year Report

Background

Under mandatory retention laws SMCS D must provide extended school year (summer school) programming for students who have failed to meet proficiency in subjects required for promotion to the next grade. These are usually remedial assistance classes for English Language Arts and Mathematics.

Analysis

Three 5th graders, six 6th graders and 6 7th graders attended summer school for four weeks 8-10 at MLK in math, science and language arts. All students who completed summer school (14) successfully demonstrated proficiency in the required subjects and were promoted to the next grade. Most of these students continued the day with Aim High after completing district courses.

Rising 9th graders all attended the summer bridge program offered at Tam High School.

Community summer school providers also served many Marin City students successfully.

Financial Impact

The cost to provide extended school year is \$ 7,283.33.

Legal Implications

Compliance with pupil promotion and retention CA ED Code and local policy is necessary.

Recommendation

This item is brought before the board for review and discussion.

Backup attached: Yes _____ No ___X___

Sausalito Marin City School District
Office of the Superintendent

Date: August 23, 2012
To: Board of Trustees
From: Valerie Pitts, Superintendent
Re: Discussion/Action: Third Reading of Board Statement on Equity, Resolution #662

Background

The board has been conducting meetings to gather public input to inform its Comprehensive Educational Program and Facilities Master Plan. At the board meeting of May 24, 2012, the board conducted a study session discussion of isolation and race issues.

At a special board meeting on May 31, 2012, the board reviewed sample policies and statements on equity, including a rubric to monitor the effectiveness of such policy or statement. Links to all were posted for the public to also review and comment.

Analysis

Based on board and public input obtained on May 31 and at board meetings June 14 and June 28, a draft board statement on equity and a draft rubric are attached for a third reading by the board.

Recommendation

This item is brought before the board for review, discussion and possible action.

Backup attached: Yes ___X___ No _____

RESOLUTION No. 662

DRAFT

Adoption of Sausalito Marin City School District Educational Equity Statement

The Board of Education for Sausalito Marin City School District is committed to the success of every student in each of our schools. The mission of Sausalito Marin City School District is to academically and socially prepare students for success at each grade level and in high school on the path to college and career in a safe, healthy and culturally responsive learning environment. We provide a rigorous and challenging academic program with highly qualified educators in collaboration with parents and community partners. We will hold our learning community accountable for our progress.

We believe in the potential of each student. Families, community partners and educators embrace and support our public schools.

Diversity is an Asset

Our success depends on the diverse backgrounds, knowledge, skills, creativity, dedication and motivation of students, staff, parents and community members.

Social Responsibility

We model good citizenship, ethical behavior and sensitivity to others, and promote each child's success as a member of the global society. We value diversity and integration and believe it enriches the educational program and ensures social and academic success.

Agility, Adaptability and Tenacity

We promote strategic thinking, innovation, flexibility and agility in response to changing requirements. We invest in personal learning through focused professional development for staff. We stick to it. We build resiliency.

Student Centered Education

In order to ensure our students meet their fullest potential, we provide a comprehensive, standards-based, differentiated curriculum and opportunities for every student to be successful and engaged. We believe ongoing assessment of student learning informs our instructional practices.

Focus on Results

We will promote systemic thinking, articulated processes for continuous improvement and use of data to monitor progress.

Equity

Each student has an individualized path to learning, college and careers and the right to access their own educational opportunities. Students get what they need to be successful.

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In light of this mission and our beliefs, Sausalito Marin City School District's historic, persistent achievement and opportunity gap among its students and other Marin students is unacceptable. While efforts have been made to address the inequities between students, these efforts have been largely unsuccessful. Closing this achievement gap while raising achievement for students is the top priority of the Board of Education, the Superintendent and all district staff. Race and socio-economic status must cease to be a predictor of student achievement and success.

In Sausalito Marin City School District, for every year that we have data, students have clearly underperformed other Marin students on state assessments. Other Marin students consistently perform at higher levels of proficiency. These disparities are unacceptable and are directly at odds with our belief that all students can achieve.

The responsibility for disparities among our young people rests with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, Sausalito Marin City School District must address and overcome this inequity, providing all students with the support and opportunity to succeed.

Sausalito Marin City School District will significantly change its practices in order to achieve and maintain equity in education. Equity focuses on outcomes. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the disproportionality of which student groups occupy the highest and lowest achievement categories. The concept of educational equity goes beyond formal equality – where all students are treated the same – to fostering a barrier-free environment where all students, regardless of their race or socioeconomic circumstances, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. All students shall graduate from SMCS and high school ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, Sausalito Marin City School District will provide additional and differentiated resources to support the success of its students. The following equity definitions will be used:

Equity is the approach that consists of using extra and different measures to bring about the condition of same status - the state of equality - specifically, equality in achievement outcomes.

Equity does not mean treating everyone in the same way. It means doing whatever it takes to get everyone to the same place.

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In order to achieve equity for our students, the board establishes the following priorities:

- A. The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
- B. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage support and expect high academic achievement for all students.
- C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating disparities in achievement. Additionally, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
- D. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.
- E. The District shall welcome and empower students and families, including underrepresented families and those whose first language may not be English as essential partners in their student's education, school planning and district decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise – including government agencies, non-profit organizations, businesses, and the community in general – in meeting our educational outcomes.

The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting these priorities. Every Sausalito Marin City School District employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources to implement across all schools. As such, the board directs the Superintendent to develop action plans with clear accountability and metrics that will result in measurable results on a yearly basis towards achieving the above goals. Such action plans shall identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent will present the Board with a plan to implement priorities and goals within three months of the adoption of this resolution in support of the Equity Statement. A benchmark assessment instrument will be developed and used to measure progress towards these goals and action plans.

Thereafter, the Superintendent will report on progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

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PASSED AND ADOPTED by the Sausalito Marin City School District Board of Trustees at a meeting held on _____, 2012 by the following vote:

AYES:

NOES:

ABSENT:

Thomas Newmeyer, President
Board of Trustees

Karen Benjamin, Clerk
Board of Trustees

I, Valerie Pitts, Secretary to the Board of Trustees, do hereby certify that the foregoing is a true and correct copy of the Resolution adopted by the Board of Trustees of the SAUSALITO MARIN CITY SCHOOL DISTRICT at their regular meeting of _____, which Resolution is on file in the office of said Board.

Date

Valerie Pitts, Superintendent
Secretary to the Board of Trustees

08/16/12

Sausalito Marin City School District Equity Statement Assessment Rubric
Curriculum, Instruction, and Assessment

Creating equity in education requires a deep understanding of the socio-cultural student groups served by the district and specific, targeted methodologies for embedding effective pedagogy into content area instruction and assessment.

Indicators	Meets	Does Not Meet	Serious Concern
Curriculum Content	The curriculum content, as experienced by the students, strongly reflects the socio-cultural nature of the district populations served, ensuring that high standards are maintained.	The curriculum content, as experienced by the students, somewhat reflects the socio-cultural nature of the district populations served.	The curriculum content, as experienced by the students, barely reflects the socio-cultural nature of the district populations served.
Culturally Responsive Instructional Practices	There is strong evidence that instructional practices are culturally relevant and differentiated to adapt to the wide range of students' preferred learning and communication styles, culture, socio-economic status, interests, behavior, linguistic characteristics and achievement levels.	There is some evidence that instructional practices are culturally relevant and differentiated to adapt to the wide range of students' preferred learning and communication styles, culture, socio-economic status, interests, behavior, linguistic characteristics and achievement levels.	There is little or no evidence that instructional practices are culturally relevant and differentiated to adapt to the wide range of students' preferred learning and communication styles, culture, socio-economic status, interests, behavior, linguistic characteristics and achievement levels.
Assessment System	Has an easily accessible formative and summative assessment system to identify student needs, improve instruction, and assess progress that is specifically designed to eliminate academic achievement and opportunity gaps.	Has some elements of an easily accessible formative and summative assessment system to identify student needs, improve instruction, and assess progress that is specifically designed to eliminate academic achievement and opportunity gaps.	Does not have an easily accessible formative and summative assessment system to identify student needs, improve instruction, and assess progress that is specifically designed to eliminate academic achievement and opportunity gaps.
Accountability for Closing Academic Achievement and Opportunity Gaps	Has an action plan that specifically states its goals and strategies for closing academic achievement and opportunity gaps. Progress on these plans is, at a minimum, evaluated annually.	Has some elements of an action plan but is not specific and is minimally evaluated.	Does not have an action plan that specifically states goals and strategies for closing academic achievement and opportunity gaps.

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Sausalito Marin City School District Equity Statement Assessment Rubric
Well-Prepared, Accountable Teachers and Administrators

Accountable Leadership

Indicators	Meets	Does Not Meet	Serious Concern
Achievement Gap Focus	School board, administrative team, site council, and staff meetings demonstrate the continuing priority of closing the academic achievement gap by addressing the topic at a minimum, as a quarterly agenda item.	School board, administrative team, site council, and staff meetings demonstrate the continuing priority of closing the academic achievement gap by addressing it, at a minimum, as an agenda item twice a year.	School board, administrative team, site council, and staff meetings demonstrate the continuing priority of closing the academic achievement gap by addressing it, at a minimum, as an agenda item less than twice a year.
Equity Committee/or A Team	The Equity Committee/or A Team oversees and evaluates the implementation of achievement gaps action plan at school year quarterly meetings.	The Equity Committee/or A Team oversees, and evaluates the implementation of achievement gaps action plan at school year quarterly meetings.	The Equity Committee/or A Team plays a minimal role in guiding, overseeing, or evaluating the implementation of achievement gaps action plan.

Human Resources

All students will be provided with instructional and support staff who are knowledgeable, competent and committed to high standards for all students.

Indicators	Meets	Does Not Meet	Serious Concern
Personnel Issues	All office staff has received training in cultural competency related to personnel issues and indicate its effectiveness in annual survey.	50%-99% of office staff has received training in cultural competency related to personnel issues.	<50% of office staff has received training in cultural competency related to personnel issues.
Staff Composition	Staff composition is within 10% of the student diversity ratio of the SMCSD.	Staff composition is within 50%-89% of the student diversity ratio of the SMCSD.	Staff composition is <50% of the student diversity ratio of the SMCSD.

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Sausalito Marin City School District Equity Statement Assessment Rubric
Well-Prepared, Accountable Teachers and Administrators

Professional Development

Indicators	Meets	Does Not Meet	Serious Concern
Professional Development: Meeting Student Needs	90% or more professional development focuses on how to meet the needs of all students, particularly those who are less successful within the school district.	50%-75% of professional development focuses on how to meet the needs of all students, particularly those who are less successful within the school district.	<50% of professional development focuses on how to meet the needs of all students, particularly those who are less successful within the school district.
New Teacher Orientation	All new teachers have an orientation that provides an overview and understanding of the socio-cultural make-up of the school district.	50%-99% of new teachers have an orientation that provides an overview and understanding of the socio-cultural make-up of the school district.	<50% of new teachers have an orientation that provides an overview and understanding of the socio-cultural make-up of the school district.
New Teacher Professional Development	All new teachers have a three-year professional development package that includes training in culturally relevant and responsive education.	50%-99% of new teachers have a three-year professional development package that includes training in culturally relevant and responsive education.	<50% of new teachers have a three-year professional development package that includes training in culturally relevant and responsive education.
School Board And/or Leadership Team Equity Training	All School Board and/or leadership and administrator team members have participated in equity and cultural awareness training.	50%-99% of School Board and/or leadership team members have participated in equity and cultural awareness training.	<50% of School Board and/or leadership team members have participated in equity and cultural awareness training.

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Sausalito Marin City School District Equity Statement Assessment Rubric
Respectful and Equitable Relations between Home and School

Partnerships, Family, and Community Engagement

Establishing meaningful relationships with families whose values and expectations may be different from those traditionally expected by the schools must begin with a belief in the premise that families are the primary caretakers and educators of their children and desire them to be successful.

Indicators	Meets	Does Not Meet	Serious Concern
Family Engagement Strategies	All families, students, and visitors are treated respectfully. All families are communicated with frequently via classroom/program newsletters, phone calls, emails, home visits, etc. and are invited to quarterly community gatherings held at or off the school site.	Some families, students, and visitors are treated respectfully. Some families are communicated with frequently via classroom/program newsletters, phone calls, emails, home visits, etc. and are invited to two times/year community gatherings held at or off the school site.	Little effort is made to ensure that all families, students, and visitors are treated respectfully. Few families are communicated with regularly via classroom/program newsletters, phone calls, emails, home visits, etc. and no community gatherings are held at or off the school site.
Supporting Families	Schools/programs inform families frequently through classroom/program, newsletters, school wide newsletters, emails, and personal phone calls home concerning available resources and to offer socio-culturally relevant opportunities on a monthly basis for parents to learn about, engage in, and support instructional programs	Schools/programs inform families through classroom/program, newsletters, school wide newsletters, emails, and personal phone calls home concerning available resources and to offer some socio-culturally relevant opportunities on a quarterly basis for parents to learn about, engage in, and support instructional programs.	Little effort is made to inform families of available resources or to offer socio-culturally relevant opportunities for parents to learn about, engage in, and support instructional programs.
Forums/Meetings	Schools/programs host regular forums/meetings to inform and solicit input from family and community members about school-related issues and to serve as a vehicle for maximizing communication between educators and the community.	Schools/programs host quarterly or sporadic forums/meetings to inform and solicit input from family and community members about school-related issues and to serve as a vehicle for maximizing communication between educators and the community.	Few or no school/program forums/meetings are held to inform and solicit input from family and community members about school-related issues and to serve as a vehicle for maximizing communication between educators and the community.

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Sausalito Marin City School District Equity Statement Assessment Rubric
Respectful and Equitable Relations between Home and School

Partnerships, Family, and Community Engagement, continued

Indicators	Meets	Does Not Meet	Serious Concern
Informing The Community	Schools/programs use the student achievement data to inform the broader community, on a bi-annual basis, through school-based newsletters, and public forums on its priority and plans to close the achievement gaps.	Schools/programs use the student achievement data to inform the broader community, on a yearly basis, through school-based newsletters and public forums on its priority and plans to close the achievement gaps.	Schools/programs use the student achievement data to inform the broader community, on a yearly basis on its priority and plans to close the achievement gaps.
Community Partnerships	Schools/programs and teachers frequently promote and solicit partnerships with community members and organizations that represent all socio-cultural groups through personal phone calls, emails, personal invite letters, and honorariums to enrich the curriculum and develop student support programs.	Schools/programs and teachers sporadically promote and solicit partnerships with community members and organizations that represent most socio-cultural groups through personal phone calls, emails, personal invite letters, and honorariums to enrich the curriculum and develop student support programs.	Little effort is made to promote and solicit partnerships with community members and organizations that represent any socio-cultural to enrich the curriculum and develop student support programs.

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Sausalito Marin City School District Equity Statement Assessment Rubric
Nurturing and Equitable School Environment

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Positive interpersonal relationships among adults and students value multiple perspectives, engage in courageous conversations and increase knowledge about students and colleagues. Sharing successful practices and involving students in leadership roles in our schools and throughout the district will serve as a vehicle for encouraging collaboration and fostering high achievement for all.

Indicators	Meets	Does Not Meet	Serious Concern
Academic Environment	95%-100% of students and staff report that adults model high behavioral and academic expectations of students.	85%-94% of students and staff report that adults model high behavioral and academic expectations of students.	<85% of students and staff report that adults model high behavioral and academic expectations of students.
Social/Emotional Development of Individuals	100% of school/program uses research-based strategies and techniques, (e.g. climate surveys, Restorative Justice, positive behavior support and No Bully) that create a positive climate, fostering high achievement for all.	50%-99% of school/program uses research-based strategies and techniques, (e.g. climate surveys, Restorative Justice, positive behavior support and No Bully) that create a positive climate, fostering high achievement for all.	<50% of school/program uses research-based strategies and techniques, (e.g. climate surveys, Restorative Justice, positive behavior support and No Bully) that create a positive climate, fostering high achievement for all.
Adult Modeling	95%-100% of students report that adults model high behavioral and academic expectations of students.	85%-94% of students report that adults model high behavioral and academic expectations of students.	<85% of students report that adults model high behavioral and academic expectations of students.
Welcoming Environment	95%-100% of students report that they feel welcome in the school/program.	85%-94% of students report that they feel welcome in the school/program.	<85% of students report that they feel welcome in the school/program.
Emotional Safety	95%-100% of students report that they feel safe, valued and are known by staff in the school/program.	85%-94% of students report that they feel safe, valued and are known by staff in the school/program.	<85% of students report that they feel safe, valued and are known by staff in the school/program.
Program and Activity Accessibility	Programs and activities are open and accessible to 100% of its students.	Programs and activities are open and accessible to 85%-99% of its students.	Programs and activities are open and accessible to <85% of its students.
School Stewardship	95%-100% of students and staff take an active stewardship role in keeping the school clean and in good repair.	85%-94% of students and staff take an active stewardship role in keeping the school clean and in good repair.	<85% of students and staff take an active stewardship role in keeping the school clean and in good repair.
Valuing Students	95%-100% of students report that they are valued for individual strengths, uniqueness, and differences.	85%-94% % of students report that they are valued for individual strengths, uniqueness, and differences.	<85% % of students report that they are valued for individual strengths, uniqueness, and differences.

Sausalito Marin City School District Equity Statement Assessment Rubric
Alignment of Policies, Procedures, Resources and Facilities

Alignment of Policies and Plans with the District Achievement Gap Goal

The goal of the district to close the achievement gaps and ensure that all students achieve proficiency must be evident in all aspects of the district's operations.

Indicators	Meets	Does Not Meet	Serious Concern
Student Population	Student diversity reflects the diversity of the district. The percent of students eligible for free/reduced lunches, gender, those served at different levels and categories of special education, those not meeting CORE in reading, writing, and/or math, and those receiving ESL/ELL services range from 2% below the district average to twice the district average. Students receiving EL services are within 2% of the district average.	Student diversity approaches the diversity of the district. The percent of students eligible for free/reduced lunches, gender, those served at different levels and categories of special education, those not meeting CORE in reading, writing, and/or math, and those receiving ESL/ELL services range from 2.1%-5% below the district average. Students receiving EL services are within 5% of the district average.	Student diversity does not reflect the diversity of the district. The percent of students eligible for free/reduced lunches, gender, those served at different levels and categories of special education, those not meeting CORE in reading, writing, and/or math, and those receiving ESL/ELL services range from 5.1%-100% below the district average. Students receiving EL services exceed the district percentage by more than 5%.
Optimal Space for Learning	All students, including at-risk populations, have clean, well-maintained spaces that are optimal for learning.	Most students have clean, well-maintained spaces that are optimal for learning.	Some students have clean, well-maintained spaces that are optimal for learning; some at-risk populations have inadequate space.
Class Size	Class sizes are at the board adopted average class size.	Class sizes are 20% greater than the board adopted average class size.	Class sizes are 50% greater than the board adopted average class size.

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Sausalito Marin City School District Equity Statement Assessment Rubric
Alignment of Policies, Procedures, Resources and Facilities

Adequate Funding

In order to adequately educate every student, the funding to schools must be equitable and at the same time differentiated by each school's identified needs. Schools with the greatest academic and opportunity needs will receive the funds, resources and supports necessary for academic success.

Indicators	Meets	Does Not Meet	Serious Concern
Resource Distribution	Educational resources are equitably distributed, prioritizing our resources in programs that lessen or eliminate student disparities in academic achievement and program participation.	Educational resources are distributed with some effort toward prioritizing our resources in programs that lessen student disparities in academic achievement and program participation.	Educational resources are distributed with little or no effort toward prioritizing our resources in programs that lessen student disparities in academic achievement and program participation.
Materials Provided	Materials are provided with priority given to the most challenged populations to meet their learning needs.	Materials are provided to meet the learning needs of most students but priority is not necessarily given to meeting the needs of the most challenged populations.	Materials are provided to meet the learning needs of some students but priority is not given to meeting the needs of the most challenged populations.
Human Resources	Human resources are prioritized to meet the needs of the most challenged student populations.	Human resources are somewhat prioritized to meet the needs of the most challenged student populations.	Human resources are not prioritized to meet the needs of the most challenged populations.
Financial Burdens	Financial burdens placed on students and families through fundraising or volunteer expectations required for educational and extra-curricular participation are minimized and do not keep any students from participating.	Financial burdens placed on students and families through fees for supplies and books, other fees, and fundraising expectations required for educational and extra-curricular participation are minimized but still keep some students from participating.	Financial burdens placed on students and families through fees for supplies and books, other fees, and fundraising expectations required for educational and extra-curricular participation are a significant barrier to participation for many students.

DRAFT

Revised 08/16/12

Sausalito Marin City School District
Office of the Superintendent

Date: August 23, 2012
To: Board of Trustees
From: Valerie Pitts, Superintendent
Re: Discussion: Budget Update

Background

The state budget assumes passage of a new tax initiative proposed by the Governor, named the "Schools and Local Public Safety Protection Act of 2012". The final 2012-13 Budget assumes the initiative will generate \$8.5 billion through 2012-13. Unlike the 2011-12 Budget, this budget remains free of the intrusions by the State Legislature into areas that have traditionally and statutorily been the domain of local school districts and their county superintendents. School Services of California stated back in July at the California School Finance and Management Conference "we are troubled that the characterization of the Governor's tax measure, Proposition 30, has been less than transparent" - no additional funding is going to be provided to local schools.

Basic Aid School Districts:

Historically, a school district receives a "fair share" reduction if the district was basic aid in the prior year. However, in no event will that reduction be more than the amount of local property tax revenues that exceed the district's revenue limit. In 2008, ABX4 2 also specified that the reduction shall not violate the constitutional funding requirement that the state provide \$120 per ADA or \$2,400 per school agency, whichever is greater.

The "fair share" reduction in 2011-12 of 8.92% is increased to 9.57% in 2012-13, and will be 8.92% in 2013-14

Financial Impact

If the Governor's Tax Initiative Passes:

The Constitutional guarantee of \$120 will be increased by an additional \$80/ADA, for a new constitutional guarantee of \$200/ADA. This will be funded from the Education Protection Act (Governor's Tax Initiative).

If the Governor's Tax Initiative Fails:

The Enacted State Budget provides for 2012-13 "trigger reductions" of \$5.4 billion to K-12 education should the Governor's tax initiative not pass in the November 2012 election.

- These reductions are automatic and would become effective on January 1, 2013.
 - There will be significant changes to the application of the "fair share" reduction. Most significantly, the trigger will be calculated and taken in the 2012-13 year.

- A combination of individual district state aid, the amount of excess property taxes, ADA growth, and the impact of a double application of “fair share” reductions taken in the 2012-13 year will cause a number of Marin basic aid districts to reach their minimum constitutional guarantee.
- Proposition 98 funding would then be projected at approximately \$48.2 billion.
- The reduction to K-12 school district apportionments (\$2.739 billion) would represent approximately \$457/ADA for an average school district.

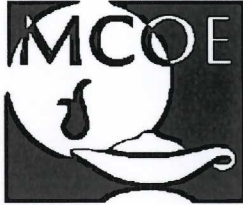
Legal Implications

None

Recommendation

The Superintendent recommends this item is brought before the board for review and discussion.

Backup attached: Yes ___X___ No _____



August 7, 2012

To: Marin County School District Superintendents
Marin County School District Business Officials

From: Terena Mares,
Assistant Superintendent, Business Services

2012-13 COMMON MESSAGE EXECUTIVE SUMMARY

The cornerstone of this budget assumes passage of a new tax initiative proposed by the Governor, named the, "Schools and Local Public Safety Protection Act of 2012". The final 2012-13 Budget assumes the initiative will generate \$8.5 billion through 2012-13. This initiative, if passed by the voters in the November 2012 election, would temporarily increase the state sales tax by .25% until the end of 2016 and would increase the income tax rate by up to 3% on the state's wealthiest taxpayers for seven years.

Trigger Language

- The Enacted State Budget provides for 2012-13 "trigger reductions" of \$5.4 billion to K-14 education should the Governor's tax initiative not pass on the November 2012 election.
- These reductions are automatic and would become effective on January 1, 2013.
- Proposition 98 funding would then be projected at approximately \$48.2 billion.
- The reduction to K-12 school district apportionments (\$2.739 billion) would represent approximately \$457/ADA for an average school district.
- The \$2.065 billion K-12 cross fiscal year deferral reduction would be reversed.

Additional Flexibility

- A reduction to the school year (or the equivalent number of instructional minutes) by up to 15 more days in 2012-13 and in 2013-14, if the Governor's tax measure fails in November, in addition to the 5 days currently in law (175 day year).
- This would have to be negotiated through the collective bargaining process.
- In 2014-15, the minimum instructional day/minutes statutes will revert back to current law of 5 days per year (175 day year). The budget also allows that any reductions to the work year will constitute a full year of service credit for CalSTRS members.

Basic Aid School Districts

Historically, a school district receives a “fair share” reduction if the district was basic aid in the prior year. However, in no event will that reduction be more than the amount of local property tax revenues that exceed the district’s revenue limit. In 2008, ABX4 2 also specified that the reduction shall not violate the constitutional funding requirement that the state provide \$120 per ADA or \$2,400 per school agency, whichever is greater.

The “fair share” reduction in 2011-12 of 8.92% is increased to 9.57% in 2012-13, and will be 8.92% in 2013-14

If the Governor’s Tax Initiative Fails

- There will be significant changes to the application of the “fair share” reduction. Most significantly, the Trigger will be calculated and taken in the 2012-13 year.
- A combination of individual district state aid, the amount of excess property taxes, ADA growth, and the impact of a double application of “fair share” reductions taken in the 2012-13 year will cause a number of Marin basic aid districts to reach their minimum constitutional guarantee.
- No Marin basic aid districts are currently at risk for losing Special Education AB602 funding
- Some Marin basic aid districts will lose portions of their State mental health funding

If the Governor’s Tax Initiative Passes

- The Constitutional guarantee of \$120 will be increased by an additional \$80/ADA, for a new constitutional guarantee of \$200/ADA. This will be funded from the Education Protection Act (Governor’s Tax Initiative)

County Office Guidance

If the Governor’s Tax Initiative fails, all districts need to plan for the ongoing application of Trigger reductions related to the \$457/ADA in 2013-14, and beyond. This applies to both basic aid and revenue limit districts.

Budget Review Considerations

As we perform our budget reviews we do so while assessing the uniqueness of each school district’s financial situation. Some of the factors we include in our analysis are:

- The district’s reserve for economic uncertainties in the current and two subsequent years
- The status of the school district’s negotiations.
- The impacts of reductions from a failed tax initiative in November.
- The nature of any deficit spending
- If structurally deficit spending, to what degree the district has identified and developed a long term strategy for stemming the loss of reserves

- To what degree has the district communicated and/or included its stakeholders in the risks of a structural deficit
- The cash flow projections and the school district's ability to meet its expenditure obligations for at least an 18 month period.

Special Education

- Mental Health Funding Formula - One Year Phase-In Established - For the 2012-13 year there will be a one-year phase-in of mental health services funding to SELPAs with seventy five percent (75%) of the \$69 million in federal IDEA Mental Health funds allocated using CASEMIS student data and twenty five percent (25%) of IDEA funds allocated based on ADA.
- For Marin SELPA, this results in a one-time, additional funding amount of approximately \$600 thousand
- The \$98.6 million in Proposition 98 mental health funding will continue to be allocated on an ADA basis. These funds pay for educationally necessary mental health services.
- This provides a one year transition to the per-ADA mental health funding model.

Transportation

- The Education Trailer Bill (Chapter 38/2012) continues the Governor's proposal to restore \$496 million in transportation funding for 2012-13.
- School districts will receive the funding as a restricted transportation apportionment. The funds will not be flexible.
- The current education code restrictions on its use and the requirements to maintain a minimum level of transportation services are still in force.
- Future funding for home-to-school transportation is still uncertain

Mandated Costs

- The Enacted State Budget provides \$166.6 million to create a block grant funding allocation for K-12 schools.
- Funding would be based on pupil counts for school districts and would approximate \$28/pupil for 2012-13.
- School districts are allowed to choose either the block grant funding or funding through the traditional claims process.
- Participation in the block grant would waive the existing claiming process
- Districts will need to individually assess the cost benefit of block grant funding versus the traditional claiming process
 - Cost benefits should include reduced administrative costs of tracking and filing for claims
- Compliance audits related to the block grant funding is not expected to be included in the audit guide
- School districts need to elect to participate in the block grant by September 30 of each year.

The mandates suspended in 2011-12 will continue to be suspended in 2012-13.

Transitional Kindergarten

SB 1381, Chapter 705, Statutes of 2010 changed the birth date for enrollment in kindergarten by moving the date for eligible age requirement from December 2nd to September 1st. Under current law these changes are scheduled to be phased in over three years as follows:

- Eligibility by November 1 for 2012-13
- Eligibility by October 1 for 2013-14
- Eligibility by September 1 for 2014-15

Expansion of Categorical Flexibility and New Tier III Public Hearing Requirements

- The Enacted State Budget did not make any further changes to the current Tier III flexibility provisions or the programs placed in Tier III.
- The flexibility provisions for the CSR reduced penalties expire on June 30, 2014 instead of June 30, 2015.

Summary

We recognize that these are extraordinary economic times and it is difficult to develop financial plans. School district budgets should be managed with an eye to the significant downside risk created by the State's ongoing structural deficit and. We continue to stress the importance of strong reserves during these times of great economic and budgetary uncertainty. We commend the districts of Marin County for their efforts in maintaining strong reserves.

It is recommended that school districts continue to be cautious and focus on a multi-year strategy when recommending decisions and obtaining agreements. Attention should be focused on the multi-year projections for 2013-14 and beyond. School districts should develop financial projections and contingency plans accordingly.

We understand how difficult it is for school districts to deal with the increased pressures, reduced funding, apportionment deferrals, and the uncertainty associated with a volatile economy. It is important that school districts be proactive to maintain their fiscal solvency through developing contingency plans that allow the most flexibility possible.

Thank you for your efforts and dedication to the children of Marin County.

Sausalito Marin City School District
Office of the Superintendent

Date: August 23, 2012
To: Board of Trustees
From: Valerie Pitts, Superintendent
Re: Discussion: Maintenance, Operations and Transportation Report

Background

Each summer the maintenance and custodial staff complete annual tasks necessary to ensure safe, healthy and clean classrooms. Summer 2012 projects included: classroom deep cleaning, tenant improvements (Robin's Nest), grounds clean-up/clearing, drainage and concrete improvements, and landscape installations. MOT also gained approval from Marin County Health Department to transport school site refuse from 200 Phillips drive to transfer station at Marin Resource Recovery Center as a pilot program.

The transportation program will continue this year as in 2011. A new driver has been hired. Bayside principal will ride the bus the first week of school to train students and support staff in appropriate procedures and behavior. Parents must complete and sign all student rider information including rules and consequences for unsafe behavior on the bus.

The Director of MOT will make a brief report to the board.

Analysis

The clearing of hillside brush and ground cover at Bayside Elementary from Robin's Nest driveway to middle fire road access gate improves visibility and helps improve student and fire safety. Installation of drainage in front of classroom 19 will eliminate water pooling and slip hazard.

In-house garbage service for MLK Academy and the removal of the trash compactor at 630 Nevada St. is projected to reduce refuse removal costs by 45% this upcoming year.

Financial Impact

630 Nevada Street waste removal service will be lowered from \$20,500+/- to approximately \$9,000 while MLK in-house service will lower costs from \$8,500 to approximately \$3,000. Transportation costs for 2011/12 school year were \$34,444 and budgeted for 2012/13 at \$30,709. Special Education transportation for 2011/12 was \$53,154 and budgeted for 2012/13 at \$53,864.

Recommendation

This item is brought before the board for discussion purposes only.

Backup attached: Yes X No _____

**Sausalito Marin City School District
Bayside Elementary School Bus Schedule 2012/2013**

A.M. Bus Route

		1 st Bus	1 st Shuttle	2 nd Shuttle
1	Fireside Apts., Mill Valley	7:17	-	-
2	Donahue @ Bay Vista	7:23		
2	Drake Avenue & Phillips Drive	7:26	-	-
3	Drake Avenue & Buckelew St.	7:27	-	-
4	Drake Avenue & Pacheco St. (MLK Annex)	7:30	-	-
5	409 Drake Avenue & Cole Drive	7:32	-	-
6	Drake Avenue, Cole Drive & Terrace Drive	7:33	-	-
7	100 Drake Avenue Parking Lot	7:36	-	-
	Marin City GGT Bus Stop		7:22	7:48
	Arrival Bayside School	7:45	7:35	8:02

P.M. Bus Route

		Grades K-4	STA R Bus	Wed. 1 st Bus	Minimum Day-1 st Bus
	Depart Bayside School	3:05	5:40	1:45	12:35
1	Terners Drive & Terrace Drive	3:15	5:50	1:55	12:42
2	Drake Avenue & Pacheco St. (MLK)	3:22	5:57	1:57	12:44
3	Manzanita Recreation Center	3:23	5:58	1:58	12:46
4	Drake Avenue & Phillips Drive	3:25	6:00	2:00	12:47
5	Drake Avenue & Buckelew St.	3:27	6:02	2:02	12:49
6	409 Drake Avenue & Cole Drive	3:29	6:04	2:04	12:51
7	Drake Avenue, Cole Drive & Terrace Drive	3:33	6:08	2:08	12:52
8	100 Drake Avenue Parking Lot	3:35	6:10	2:10	12:54
9	Donahue @ Bay Vista	3:40	6:15	2:15	12:59
9	Fireside Apts., Mill Valley	3:47	6:22	2:22	1:06

Please Note

K – 4th grade students are dismissed at 3:00 p.m. on Monday, Tuesday, Thursday and Friday.
 ALL STUDENTS ARE DISMISSED at 1:40 p.m. on Wednesday.
 Boys & Girls Club Afterschool Program is over at 5:30 p.m. – participating students will be bussed home at 5:40 p.m.
 Boys & Girls Club Afterschool Program Wednesday scheduled hours are 1:45 p.m. - 5:30 p.m.
 Boys & Girls Club Afterschool Program Minimum day scheduled hours are 12:30a.m.-5:30 p.m.

Schedule revised (6/28/2012)

**Distrito Escolar de Sausalito Marin City
Horario del Autobus de la Escuela 2012/2013
Escuela Elemental Bayside**

Ruta Del Bus A.M.

		SMCSD Bus	Pimero Shuttle	Segundo Shuttle
1	Fireside, Mill Valley	7:17	-	-
2	Donahue @ Bay Vista	7:23		
2	Drake Avenue & Phillips Drive	7:26	-	-
3	Drake Avenue & Buckelew St.	7:27	-	-
4	Drake Avenue & Pacheco St. (MLK Annex)	7:30	-	-
5	409 Drake Avenue & Cole Drive	7:32	-	-
6	Drake Avenue, Cole Drive & Terrace Drive	7:33	-	-
7	100 Drake Avenue Parking Lot	7:36	-	-
	Marin City GGT		7:22	7:48
	Llega A La Escuela Bayside	7:45	7:35	8:02

Ruta Del Bus P.M.

		Grados K-4	Bus	Miercoles Horario Del 1er Bus	Dia Minimo 1er Bus
	Departamento De La Escuela Bayside	3:05	5:40	1:45	12:35
1	Terners Drive & Terrace Drive	3:15	5:50	1:55	12:42
2	Drake Avenue & Pacheco St. (MLK)	3:22	5:57	1:57	12:44
3	Manzanita Recreation Center	3:23	5:58	1:58	12:46
4	Drake Avenue & Phillips Drive	3:25	6:00	2:00	12:47
5	Drake Avenue & Buckelew St.	3:27	6:02	2:02	12:49
6	409 Drake Avenue & Cole Drive	3:29	6:04	2:04	12:51
7	Drake Avenue, Cole Drive & Terrace Drive	3:33	6:08	2:08	12:52
8	100 Drake Avenue Parking Lot	3:35	6:10	2:10	12:54
9	Donahue @ Bay Vista	3:40	6:15	2:15	12:59
9	Fireside Apts., Mill Valley	3:47	6:22	2:22	1:06

Apunte Por Favor

Los estudiantes de K a 4to Grado salen a las 3:00 p.m. los lunes, martes, jueves y viernes.
 TODOS LOS ESTUDIANTES SALEN A LA 1:40 p.m. los miercoles.
 Programa despues de la Escuela Estrella (Afterschool Program) termina a las 5:30 p.m. - Los
 estudianes que participen seran llevados en bus a la casa a las 6:00 p.m.
 El horario del Programa Despues de la Escuela Estrella (Afterschool Program) los miercoles es de
 1:45 p.m. a 5:30 p.m.
 El horario del Programa Despues de la Escuela Estrella (Afterschool Program) en dias minimos es de
 12:30p.m a 5:30p.m.

Schedule revised (6/28/2012)

Sausalito Marin City School District
Office of the Superintendent

Date: August 23, 2012
To: Board of Trustees
From: Valerie Pitts, Superintendent
Re: Action: Adopt a Revised Declaration of Need for Fully Qualified Educators

Background

The District must employ teachers who are appropriately credentialed according to California Ed Code. Occasionally, the need arises to assign a teacher to teach in an area in which they have experience and education but may not have completed a second credential. This most frequently occurs at the middle school when the master schedule changes to accommodate new sections and differences in enrollment by grade level. Teachers who are credentialed in one area may apply for a Limited Assignment Permit to teach another subject for up to three years while they are working on obtaining an additional credential.

Less frequently, the District advertises a position for which there is no appropriately CA credentialed applicant. In this case, the District can hire the most qualified applicant and declare a need to hire the candidate with an Emergency Permit. Emergency Permits are also temporary in nature and require the holder to demonstrate satisfactory progress towards obtaining an appropriate credential.

Analysis

The District is requesting that the Board approve two (2) single subject Limited Assignment and three (3) Emergency Permits to address anticipated needs.

Financial Impact

None. Teachers applying for the limited term credential pay their own application fees.

Legal Consideration

The attached Declaration of Need approved by the board is required.

Recommendation

The Superintendent recommends Trustees approve the attached Declaration of Need to assign teachers/specialists with emergency or Limited Term Assignment credentials.

Backup attached: Yes √ No



DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

☒ Original Declaration of Need for year: 12-13

☐ Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Sausalito Marin City District CDS Code: 65474

Name of County: Marin County CDS Code: 21

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 08 / 23 / 12 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, 2013.

Submitted by (Superintendent, Board Secretary, or Designee):

Paula Rigney

Business Manager

415-332-9643

415-332-3190

August 23, 2012

200 Phillips Drive, Marin City, CA 94965

prigney@smcsd.org

prigney@smcsd.org

prigney@smcsd.org

prigney@smcsd.org

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 subjects(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)	<u>2</u>
BCLAD (applicant already holds teaching credential)	<u>0</u>
List target language(s) for BCLAD: _____ _____	
Resource Specialist	<u>1</u>
Teacher Librarian Services	<u>0</u>
Visiting Faculty Permit	<u>0</u>

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	0
Single Subject	2
TOTAL	2

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 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. District is too small.

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? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

District is too small.

Sausalito Marin City School District
Office of the Superintendent

Date: August 23, 2012
To: Board of Trustees
From: Valerie Pitts, Superintendent
Re: Discussion: Enrollment Summary & Enrollment/Staffing Report

Background

Each year the district reports its first day and week enrollment summary to the county office of education. Attached is the staffing report and enrollment summary for the district including Bayside Elementary, MLK Academy, and Willow Creek Academy.

The personnel and business functions of the school district monitor enrollment and project staffing needs based on estimated enrollment and formulas for classified and certificated staffing. Enrollment and staffing projections begin in February. If staffing increases are necessary, the district can begin the hiring process in the spring. If reductions are necessary, teachers and administrators must be notified by March 15 and classified staff by June 1.

Many factors affect staffing projections including enrollment growth, projects, formulas, program changes/enhancements, contracts, and cost strategies – e.g. direct hire versus contracts with non-public agencies.

Analysis

Attached are district enrollment and staffing charts indicating 2011-2012 and 2012-2013 enrollment and staffing levels. This includes confidential, certificated (teachers and certified administrators) and classified FTE.

Financial Impact

The district receives state categorical funds based on CBEDS enrollment count and ADA percentages.

Legal Implications

Compliance with Ed Code Hiring/Reduction in Force statutes and STA and CSEA contract agreements must be adhered to

Recommendation

This item is brought before the board for information and discussion purposes.

Backup attached: Yes ✓ No

SAUSALITO MARIN CITY SCHOOL DISTRICT ENROLLMENT AND STAFFING REPORT

August 23, 2012

Calculations as of 8/20/12

Enrollment		
	2012-2013	2011-2012
Bayside Elementary– K-4	??	96
MLK Jr. Academy – 5-8	??	55
DISTRICT TOTAL	???	151

Enrollment to be provided August 23, 2012, first day of school

Sausalito Marin City School District Employees		
	2012-2013	2011-2012
Certificated	15	13
Classified	18	18
Certificated Administration	3.6	3.7
Classified Management	2	2
Confidential	2	2
DISTRICT TOTAL	40.6	38.7

District Certificated Instructional Full Time Equivalent (FTE) Staffing				
2012-2013	2011-2012	Difference	Formula Growth	Direct Hire from Outside Contractor
15	13	2.0	13%	2.00

District Classified FTE Staffing					
Classification	2012-2013	2011-2012	Difference	Formula Growth	Comments
Library Clerk	.375	.375	0	0	
Paraprofessionals – General Ed & Special Ed & Bilingual	6.125	6.125	0	0	
Cafeteria/Transportation	1.375	1.6875	.3125		
School Secretaries	2	2	0	0	
Maintenance/Custodial	3.375	3.375	0	0	
DISTRICT TOTAL	13.25	14.05	0	0	

District Classified Management/Confidential FTE Staffing		
Classification	2012-2013	2011-2012
Business Manager	1.0	1.0
Director of Maintenance & Operations	1.0	1.0
Technology Coordinator (consultant/MCOE)	.6	.6
Executive Assistant to Superintendent	1.0	1.0
Business Office Assistant – Payroll Benefits/AP/HR	1.0	1.0
DISTRICT TOTAL	4.6	4.6

District Certificated Management/Non-Teaching FTE Staffing		
Classification	2012-2013	2011-2012
Superintendent	.4	.4
Special Education, Director (MCOE contract)	0.2	.3
Principals/Assistant Principals	3.0	3.0
Counselor	1.0	1.0 (contracted)
DISTRICT TOTAL	3.6	3.7

District Wide Certificated Services Staffing 2012-2013		
	2012-2013	2011-2012
Psychologist (MCOE contract)	.3	.3
Nurse(MCOE contract)	.2	.3
Speech (consultant)	OPEN	.6
DISTRICT TOTAL	.5	1.2

Bayside Elementary Certificated Staffing 2012-2013				
Self-Contained	Grade	Classes	# of Students	Average Class Size
	K	1	??	??
	1	1	??	??
	2	1	??	??
	3	1	??	??
	4	1	??	??
TOTAL		5		
Specialists		FTE	Grades Served	Comments
	Music	.4	K-4	Consistent w/VAPA goals
	Motor Skills/PE	.5	K-4	
	Spanish	.5	K-4	
	Special Education	1.0	K-4	
	Art	0.5	K-4	Consistent w/VAPA goals

C:\Users\kblazei\Desktop\08-23-12 mtg prep-regular\enrollment and staffing report\Enrollment & Staffing Report 2012-2013.8-17-12.docx
9/15/2011

MLK Jr. Academy Certificated Staffing 2012-2013		
Grade	# of Students	Average Core Class Size
5	??	??
6	??	??
7	??	??
8	??	??
TOTAL	??	??

Specialists		FTE	Grades Served	Comments
	Spanish	.5	5-8	
	Special Education	1.0	5-8	
	Art	1.0	5-8	
	P.E./Nutrition	.5	5-8	

ENROLLMENT SUMMARY

Enrollment data to be provided at the Board Meeting on August 23, 2012

Bayside Elementary ?? students

- Grade K:
- Grade 1:
- Grade 2:
- Grade 3:
- Grade 4:

Martin Luther King Jr. Academy ?? students

- Grade 5:
- Grade 6:
- Grade 7:
- Grade 8:
- Grade 4:

Willow Creek Academy ?? students

- Grade K:
- Grade 1:
- Grade 2:
- Grade 3:
- Grade 4:
- Grade 5:
- Grade 6:
- Grade 7:
- Grade 8:

Sausalito Marin City School District
Office of the Superintendent

Date: August 23, 2012
To: Board of Trustees
From: Valerie Pitts, Superintendent
Re: Action: Sausalito Marin City School District Response to the 2011/2012 Marin County Civil Grand Jury Report "Restorative Justice: its Time Has Come in Marin County"

Background

The Marin County Civil Grand Jury meets annually and explores various compelling issues in Marin County. In 2011-2012 the Grand Jury researched the Restorative Justice program and practices in use in Marin County. Their report is attached and details their findings and recommendations.

Analysis

The Grand Jury can ask school district Boards to review and respond to their findings and recommendations. The Grand Jury has asked school districts' Governing Boards in Marin to respond to Findings F1, F2, F3 and F4 and Recommendation R2. Attached is the recommended response from the SMCSDD School Board drafted by the Superintendent

SMCSDD staff has received training in Restorative Justice Practices and will begin implementation in the middle school this fall.

Financial Impact

The financial impact is approximately \$2,500 for training and release time.

Legal Implications

Seth's Law requires school districts to adopt policies regarding bullying, intimidation, and harassment in the schools. Board Policies #5131.2 Bullying (a new SMCSDD policy) and #5145.3 Nondiscrimination/Harassment (a full replacement of current SMCSDD board policy) are attached for your review/first reading based on recommendations by the California School Boards Association (CSBA).

Recommendation

The Superintendent recommends Trustees approve the Sausalito Marin City School District response to the 2011/2012 Marin County Civil Grand Jury Report "Restorative Justice: its Time Has Come in Marin County".

Backup attached: Yes ___X___ No _____

SAUSALITO MARIN CITY SCHOOL DISTRICT BOARD OF TRUSTEES
Draft
TO THE FINDINGS (F) and RECOMMENDATIONS (R) OF
THE 2011-2012 MARIN COUNTY CIVIL GRAND JURY REPORT

“Restorative Justice: Its Time Has Come in Marin County”

FINDINGS

- F1) In Marin County, restorative justice has been successfully employed in a limited number of schools in lieu of suspensions or expulsion.**

Response: As noted in the Grand Jury report, several Marin County school districts have implemented a variety of restorative practices. In addition to those districts highlighted in the report (San Rafael City Schools Elementary District, Novato Unified School District, and Reed Union School District), the Tamalpais Union High School District, Larkspur Corte Madera School District, Kentfield School District and the Sausalito Marin City School District utilize a Peer Counseling and/or Solutions Team (No Bully) model to address student behavior and help students stay in school. Sausalito Marin City School District will begin utilizing restorative models at the middle school level this fall.

- F2) In Marin County, schools have reduced the loss of state funding using restorative justice techniques to decrease suspensions.**

Response: Education funding involves a complex set of laws, regulations and procedures. In Marin County, some districts' revenue is based on Average Daily Attendance (ADA) as described in the Grand Jury report and other districts are considered "Basic Aid" districts and do not receive ADA revenue. However, all schools share the goal of making certain that all students are present and engaged in learning at all times. Best practices for ensuring that attendance and engagement include restorative models rather than suspension and expulsion. The Sausalito Marin City School District suspension levels have dropped using culturally appropriate, positive behavior support systems. Sausalito Marin City School District will further implement Restorative Justice Practices in the 2012/2013 school year.

- F3) Seth's law requires that schools establish an effective bullying response system.**

Response: AB9 (Seth's Law) is a very important step in ensuring the safety of all children. Marin County School Administrators have already received current training in this new requirement and are working within each district to ensure that all staff, parents and students understand the elements of the law and, most importantly, what to do to keep all of our children, staff and community members safe. Board policies address bullying and school consequences.

- F4) In Marin County, restorative justice has been used to dealt with bullying in the schools.**

Response: Bullying is among the issues that can be and have been addressed in Marin schools using restorative models and other positive approaches.

RECOMMENDATIONS

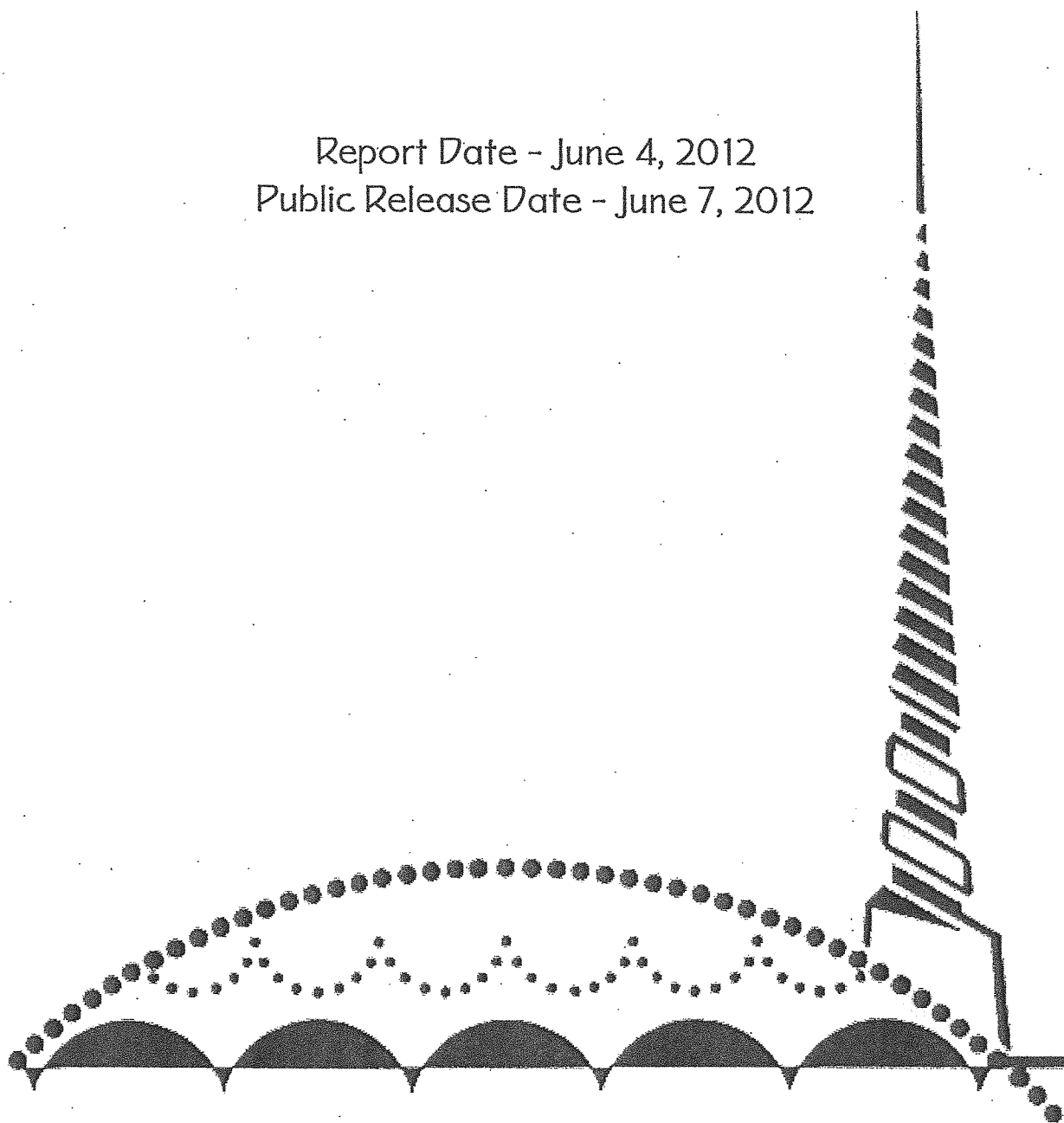
R2) Marin County school districts and their boards institute the use of restorative justice practices.

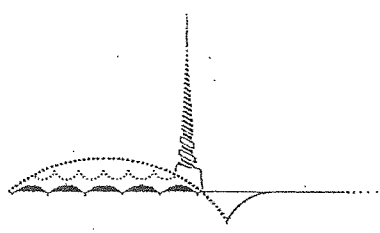
Response: The Sausalito Marin City School District, the Marin College Access Network and the Juvenile Justice program provided training to community-based agencies' staff and district staff this summer. The Sausalito Marin City School District Board of Trustees provides training and supports the implementation of restorative justice practices. The Marin County Office of Education may offer support, guidance and resources to Sausalito Marin City School District.

2011/2012 MARIN COUNTY CIVIL GRAND JURY

RESTORATIVE JUSTICE: Its Time Has Come in Marin County

Report Date - June 4, 2012
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RESTORATIVE JUSTICE: Its Time Has Come in Marin County

SUMMARY

Restorative Justice is a practice whose time has come in Marin County. Restorative justice requires, at a minimum, that we address victims' harms and needs, hold offenders accountable to put right those harms, and involve the victims, offenders, and communities in this process.¹ Broader adoption of its principles by schools, by both youth and adult criminal justice systems, and by interested communities and neighborhoods can result in significant savings in taxpayer dollars, more students in school and learning, and reduced reversion to wrongdoing or criminal conduct.

Restorative justice is a set of practices that seeks to redirect society's retributive response to wrongdoing or criminal acts. Retributive justice focuses on public vengeance, deterrence, and punishment through an adversarial process, whether in a school principal's office or in a courtroom, which by its very nature insulates the offender from the human consequences of his or her acts. Restorative justice, on the other hand, does exactly what the title suggests: it emphasizes repairing the harm caused or revealed by wrongdoing or criminal behavior. It defines wrongdoing as more than a depersonalized breaking of the law or social code and focuses on the needs of victims, offenders and the community, whether that community is a school, a neighborhood or a city. It lets the victims and the community be heard, often through face-to-face encounters, and attempts to provide them with some material, financial and/or emotional restoration. At the same time, while the wrongdoing or criminal act is not without consequences, restorative justice helps the offender learn from his or her mistakes and avoid future offenses and provides the opportunity for the offender to take responsibility for the offense and for the impact it has had on the victim and the community.

There is significant potential for restorative justice to serve as a long-term strategy for confronting wrongdoing. Restorative practices used in schools have resulted in fewer school suspensions and expulsions, fewer bullying events, less truancy and disruptive behavior, as well as fewer instances of drug and alcohol infractions. In the criminal justice system, when restorative justice practices are employed statistics show a noticeable decline in overall recidivism (reversion to criminal conduct) of non-violent adult or youthful offenders and, to some extent even with more serious offenders. Juvenile offenders may also be able to avoid a criminal record and stay out of the juvenile justice system.

In Marin County, restorative justice principles are currently employed at several middle schools as an alternative to suspension and expulsion and are being introduced in a few more

¹ "Little Book of Restorative Justice", Howard Zehr, p.25 (2002).

schools in the county. Restorative justice is also used in the Marin County Youth Court, administered by the YMCA with the support of the Marin County Superior Court, as an alternative to criminal prosecution for juvenile offenders who commit non-violent offenses. Other specialty courts apply some of the principles of restorative justice to specific categories of adult offenders. Efforts are underway to create community-managed restorative justice programs in certain neighborhoods and communities.

Unfortunately, restorative justice currently finds only limited application in the County's Juvenile Hall and the County Jail, although, here too, efforts are underway to expand its use. The County Probation Department and Public Defender's Office enthusiastically support expanded use. Although the District Attorney's Office provides mediation services and citation hearings for various civil and criminal disputes, it and the Sheriff's Department appear to be significantly less supportive of expanded use of restorative justice techniques.

The Marin County Civil Grand Jury's study of the techniques involved and the success of restorative justice practices in both Marin County and in other communities leads the Jury to the conclusion that there are opportunities for meaningful expansion of restorative justice in the county, resulting in substantial financial savings and social benefits. The Jury recommends a broader application of the use of restorative justice in schools, in neighborhood and community settings, and in the adult and juvenile justice systems.

BACKGROUND

The American criminal justice system is overburdened. In the United States, over 6.7 million adults or 3.1 percent of the adult population is behind bars, on probation, or on parole.² Sixty percent of offenders are arrested for non-violent offenses such as drug offenses, many driven by mental illness or drug dependence.³

California has one of the highest rates of recidivism in the United States. Studies show that in 2007-08, forty-seven percent of parolees returned to prison within one year. Sixty-seven percent of those released in 2005-06 returned to prison within three years; seventy percent of the returnees were committed for parole violations rather than new offenses. The highest rate of recidivism, over seventy-five percent within three years, was for those under twenty-four years old.⁴ These figures suggest that using prison as a deterrent doesn't work. Nevertheless, punishment by incarceration is often the only response by our criminal justice system to criminal behavior even though the cost of incarceration is high and taxpayers must underwrite the system.

The criminal justice system, however, is not immune to the budget cuts being imposed across the board in the State of California. In addition to the pressures of local budget and staffing cuts, every county in California faces significant changes to its jail population as a result of state actions. First, Assembly Bill 109, which took effect on October 1, 2011, mandates

² "Restorative Justice: Some Facts and History", Marilyn Armour, *Tikkun*, Winter 2012.

³ "Why we must reform our criminal justice system", Jim Webb, *The Huffington Post*, June 11, 2009.

⁴ "Most California parolees are back in prison in 3 years", *San Francisco Chronicle*, November 4, 2010.

incarceration of certain adult felony offenders in county jails rather than state prisons. Second, cuts to the state's Division of Juvenile Justice will result in significant changes, including return of juvenile parolees to county supervision.

Faced with the high rate of recidivism and the shrinking pool of tax dollars, the courts, law enforcement personnel, administrators of the criminal justice system and legislators who are rethinking the justice model in current use are focusing on alternative strategies, in particular a process called restorative justice which appears to have potential for dealing with the problems, in part, by changing perpetrators' tendencies for criminal behavior.

While the concept of using restorative justice as an alternative to the retributive justice meted out in the courts (for criminal offenders) and schools (for rule breakers subject to suspension or expulsion) is slowly expanding in Marin County, there are a number of areas where it could be more broadly employed, including schools, the juvenile and adult criminal justice systems, and certain neighborhoods and communities.

METHODOLOGY

When the 2011-2012 Marin County Civil Grand Jury (the "Jury") began its service, the term "restorative justice" was an unfamiliar one. However, during an investigation of the functioning of the criminal justice system locally, the concept of restorative justice and its current uses came to the Jury's attention and its potential rapidly became apparent. In coming to this conclusion, the Jury conducted interviews of leading figures in Marin's prosecutorial, criminal defense and probation areas. The Jury also made visits to Marin's Juvenile Hall and the County Jail as well as to San Quentin State Prison, where the Jury met with inmates and observed a program using many of the principles of restorative justice, the *Insight Prison Project*. The Jury also observed sessions of the YMCA Youth Court and continued to monitor its follow-up program and results.

As the investigation proceeded, it also became apparent that the process was being used with great success in some Marin County schools to deal with bad behavior. The Jury interviewed staff members and students involved in implementation of restorative justice practices at local schools, and attended a conference regarding current use and planned expansion of the techniques in Marin schools.

Finally, the Jury conducted interviews with leaders of efforts to organize restorative justice programs within particular neighborhoods and communities in Marin County.

The Jury reviewed newspaper articles, research papers, scholarly studies and journals and interviewed leaders of restorative justice programs in other counties in California to determine the extent and effectiveness of use of restorative justice in those communities and countries.

DISCUSSION

In the classic application of “restorative justice” the offender agrees to engage with members of the community and, in some instances, with the actual victim of his or her action, or a surrogate for the victim. Typically, when the parties agree to participate, a facilitator (often a trained volunteer) first meets separately with the offender, the victim and, where appropriate, with a representative of the community affected by the offense. The facilitator explains how the process works, its goals and its potential benefits to all the participants. Thereafter, the facilitator mediates a joint session of the affected parties and provides an opportunity for the victim and community representative to make the offender aware of the impact of his or her offense. The parties then work together to collaboratively construct an agreed plan of action reflecting their mutual understanding and responsibilities. The offender may, for example, agree to make restitution to the victim or the community, to perform community service, and/or to participate in counseling programs directed at problems such as drug or alcohol use, anger management or other behavioral problems. The final stage of the process involves periodic audits by the facilitator or other authority to insure that the mutually-agreed plan is being implemented.

Restorative justice can also be employed in “victimless” crimes such as drug or alcohol abuse, by leading the offender to recognize that the offender’s community (consisting of his or her family, friends, teachers and schoolmates or fellow employees and neighbors) was victimized by his or her conduct. If the offender takes responsibility for his or her actions and performs as agreed, he or she is spared further punishment by the criminal justice system. Proponents assert that this approach provides satisfaction to the victim as well as to the community affected by the crime and prepares the offender for a crime-free future in ways the traditional punitive justice system does not. Programs for those already incarcerated seek to retrain participants to avoid future bad behavior by providing skills for enhancing the opportunity for parole and successful return to the community.

As might be expected, some members of the criminal justice system are not supportive of the use of these processes and for many in the general public the term “restorative justice” provokes reflexive opposition. Those who oppose use of restorative justice principles express concern that early release of offenders endangers public safety or view the use of the process as “soft on crime.” The Jury believes that a realistic examination of the features and benefits of restorative justice indicate opportunities for broadening the use of the techniques in Marin County to achieve significant tax dollar savings, reduce the extent of recidivism and deter young offenders from becoming career criminals. Cost savings are an attractive goal but even more attractive is the opportunity to transform an offender into a responsible law-abiding member of his or her community.

Restorative justice is not just a California concept. Restorative justice principles are being used extensively across the United States and throughout the world.

For example, New Zealand has been a model for the rest of the world. New Zealand adopted legislation in 1989, and expanded its reach in 2002 and 2004, providing for a broad-based system of restorative justice throughout the country in both the adult and juvenile criminal

justice systems, in schools, workplaces and for resolution of disputes in the natural and physical resource areas.⁵

In Brazil, restorative justice pilot projects were begun in 2004 with the receipt by the Brazilian Ministry of Justice of a United Nations development grant to launch official restorative justice projects for youth. From that beginning, restorative justice programs have been successfully implemented in many cities, including Rio de Janeiro, Sao Paulo and Porto Alegre. The programs have proven successful in dealing with drug gang members in those cities' shantytowns as well as in the more general population.⁶

A good example closer to home is the State of Vermont.⁷ It enacted legislation in 1999 establishing the use of restorative justice throughout the state. Those individuals convicted of misdemeanors and minor felonies (DUI, simple assault, welfare fraud, shoplifting, supplying alcohol to minors) in the Vermont District Court may be sentenced to engage in community-based restorative justice as part of their probation. A judge can also sentence offenders to Reparative Probation for non-violent crimes. This program, supervised by the Vermont Department of Corrections, uses justice panels consisting of trained volunteers who help identify who was harmed, how to repair the harm and how the offender can make better choices in the future.

The Vermont Department of Corrections also applies restorative principles to the offender re-entry program in which offenders re-entering society meet with restorative justice panels consisting of community volunteers.

Finally, Vermont has a Direct Referral Alternative in which police and community organizations can refer an offender directly to the justice program, thus providing a method of avoiding criminal charges or civil court proceedings. It is also used as an alternative for dealing with school infractions.

What follows is an examination of current restorative justice practices in Marin County and elsewhere in California along with some suggestions for expanding its use in the County. The report will look both at the classic form of restorative justice and recent variations.

RESTORATIVE JUSTICE IN MARIN COUNTY

In Marin County restorative justice techniques are currently being used in a few schools, in the Marin County Youth Court administered by the YMCA, in specialty courts administered by Marin County's Superior Court System, and in San Quentin State Prison.

⁵ "Twenty Years of Restorative Justice in New Zealand", Fred W.M. McElrea, 2012, Web-only article associated with *Tikkun*. 27(1)

⁶ "Toward Peace and Justice in Brazil: Dominic Barter and Restorative Circles", Joshua Wachtel, 2009-03-20, *International Institute for Restorative Practices*.

⁷ Vermont Statutes, Title 28 section 2(a); Vermont Department of Corrections, Agency of Human Services; "Study: Novel Sentencing Program Really Works, *Vermont Times Argus* 2/3/07.

Marin Schools

The primary forum for restorative justice in Marin County currently is in the middle schools. Programs have been instituted in schools as diverse as Del Mar Middle School in Tiburon, located in an affluent area, and Davidson Middle School in San Rafael which serves an area that is more ethnically and economically diverse. These programs are showing positive results across the board. Bullying, disruptive behavior and suspensions have decreased dramatically.

Keeping students in school saves taxpayer dollars and benefits the students as well. The State of California uses a school district's average daily attendance ("ADA") to determine the funding it receives. Any time a student is not in attendance, such as for a suspension, the school district loses money. The current ADA in Marin County is \$25 to \$40 per student per day.

In Marin County today restorative justice is used significantly more often as an alternative to traditional retributive justice in the juvenile setting than in the adult area. A large percentage of juvenile crime in Marin involves drug and alcohol use. Bullying, both physical and electronic, has also been identified as a major contributor to problems experienced on many school campuses. In response, some Marin schools have introduced a restorative practices program focused on disruptive behavior, bullying and associated issues.

Del Mar Middle School

Del Mar Middle School, part of the Reed Union School District, is in Tiburon. At this school, the principal and vice principal are moving forces behind a dynamic restorative justice program, known as the restorative triangle program, which has been operating for three years and addresses low-level infractions which otherwise could result in a discretionary suspension. These infractions include acting out, sexual comments, bullying, cyber-bullying and others. Non-discretionary offenses such as brandishing a knife, drugs and/or alcohol and bodily injury result in automatic suspensions and are not eligible for the restorative triangle program. As part of a leadership class, students volunteer and train to become facilitators for this program under the guidance of the assistant principal.

Initially, the vice principal meets with the provoker (offender), offers the provoker the opportunity to participate in a restorative triangle, and obtains consent from the provoker and his or her parents for him or her to participate. The Del Mar community of parents is very supportive of the restorative triangle program and, since the inception of the program only one parent has refused to allow the child to engage in it. If the offender agrees to participate, the student facilitators, in teams of two, meet with the provoker and work out a solution. The types of solutions might include a loss of privileges or a written apology. Changes in behavior are discussed and sought. Because of restorative triangles, there are one-third fewer suspensions and few repeat offenders.

Davidson Middle School

Davidson Middle School in San Rafael currently has 925 students in grades six through eight, representing a mix of cultures and economic and ethnic backgrounds. Until three years ago, there were a great number of suspensions and an uncomfortable school climate. The

incoming principal determined to change this, in part by using restorative justice principles. The Davidson model, as it is currently called, employs three programs and has successfully changed the school culture. These three programs are restorative circles, peer court and No Bully Solution Teams®⁸. These programs provide a mechanism to repair harm done, reintegrate a student into the school culture and restore relationships.

The first program uses *restorative circles*. Restorative circles are used for all members of the school community: they are held between students, or between students and teachers or between staff members. For students, there is a form entitled “I want to resolve a conflict” that can be completed by any student. The teacher/advisor holds a “pre-circle” with the requesting student to obtain details of the conflict, and finds out if the other student(s) want to participate. If so, the individuals present at a circle are the person who called the circle and those with whom they need to resolve the conflict, along with a teacher/advisor. When a circle involves two staff members, the principal is also present. Restorative questions are asked, then each person states what they heard and resolution ensues from the understanding that is gained.

Peer court is also an option. The court is comprised of the student provoker, a member of the provoker’s family, an assistant principal and a panel of the student provoker’s peers. A “code of silence” is not allowed in peer court proceedings. Peers can ask the provoker questions such as: “What happened? What were you thinking? Who’s been impacted by your actions? What would you change if you could go back in time? What is your life like? What’s going on at home?” The peer court then sets out the terms of the provoker’s ‘sentence’, known as the “suspension diversion contract”, which includes activities that must be completed by an established date. The contract may include tutoring, community service, and/or a face-to-face apology. If the contract is not completed by the established date, the provoker can still be suspended as a last resort.

The final program is the *No Bully Solution Team*®. Bullying is defined as repeated, unwanted and harmful behavior. The Team is composed of a teacher advisor, the bully, a group of bully followers, and positive leaders from the same peer group. The target is not included in the circle. Questions asked of the Team generally include: “What could you do or stop doing to make your target’s life better?” The Team leader follows up with the target each week to see if the situation has improved. Generally, by the third week it has. More than sixty percent of the school’s sixth grade students have been part of a Team.

As a result of restorative circles, peer court and a program focused on no bullying, students are able to empathize with one another and achieve the goal of participating peacefully in the school community. In addition, Davidson has achieved a significant decline in suspensions, retaining ADA funds and saving money because students are in school. During the 2008-2009 school year, Davidson had 375 student suspensions. Following the implementation of restorative practices, the number of student suspensions dropped approximately 90%: as of

⁸ No Bully® is a California based 501(c) 3 non-profit organization. The No Bully Solution Team® is a program developed by No Bully® for use in schools. No Bully® provides training and workshops for a fee. Some schools in Marin have used or continue to use the Team approach, but it is not the only solution for bullying behavior. Restorative circles or triangles and peer courts can also be used.

March 2012, only 37 students had been suspended during the 2011-2012 school year, a dramatic reduction.

Novato Public Schools

The Novato Blue Ribbon Coalition for Youth (NBRCY) received the Healthy Novato Project grant during the 2011-2012 school year. The Healthy Novato programs include providing No Bully Solution Teams® and developing alternatives to suspension by implementing restorative justice programs (peer court) in the Novato middle and high schools. Under the umbrella of the NBRCY, using grant funds from various sources, the YMCA Youth Court hired a restorative practices coordinator to work closely with Novato school administrators and students to develop and execute the peer court program.

In October 2011, Hamilton Middle School began offering peer court and in January 2012 they made peer court a part of their leadership class. There have been at least twenty cases resolved in the 2011-2012 school year. School officials estimate that another 30 may be heard before the end of the school year.

Marin County Youth Court

One notable success in the use of restorative justice is the Marin County Youth Court (the "Youth Court"), administered by the YMCA and initiated in 2004 with the support of the Marin County Superior Court to provide early intervention for misdemeanor offenders. The Youth Court has been successfully used for offenses such as theft, shoplifting, computer hacking and drug and alcohol offenses. Currently, the Youth Court handles about 150 cases per year.

An offender is generally referred to the Youth Court by the Marin County Probation Department. The Twin Cities Police Department also refers children directly to Youth Court. If an offender agrees to participate, he or she must admit guilt and successfully complete the post-hearing program in order to have the charge dismissed and the offender's record cleared. Through 2009, the Court tried 432 juvenile offenders, 415 of whom completed their post-hearing programs. While recidivism rates nationwide for those in the juvenile justice system are over sixty percent, the rate for those completing the Youth Court program is only about five percent.

Youth Court hearings are held in the courtroom at Juvenile Hall in San Rafael. The bailiff, prosecuting and defending attorneys and members of the jury hearing the case are all juveniles. An actual judge or volunteer attorney presides. Most of the jurors have been subjects of prior Youth Court proceedings, and are serving a certain number of sessions as jurors as part of their post-hearing program.

Prosecutors and defense counsel present brief opening statements outlining what they expect the evidence to show regarding the circumstances and severity of the offense. After the offender (called a respondent) testifies, the young advocates make closing arguments, recommending sentences. An offender's parents are discouraged from attending the hearing itself in order to promote candor by the juvenile offender in describing the offense and his or her attitude about the offense. However, parental participation in the post-hearing process

is encouraged. The system utilizes volunteer caseworkers who follow the respondents through the completion of their sentences.

This collaborative peer-to-peer process seeks to make the victim of a crime (where one is involved) whole and to provide a lesson to the young offender who, in addition to Youth Court jury duty and community service, can be required to complete drug or alcohol workshops or other counseling.⁹

A Youth Court respondent with a drug or alcohol offense is required to attend an all-day Saturday “decisions under the influence” (DUI) class at the YMCA. His or her parent must also participate. The session focuses on why juveniles drink or use drugs, what type of person is at risk and what the consequences can be. A parent who lost a child to an alcohol-related accident and a young adult who became addicted in high school and struggled through recovery may be guest speakers. Separate sessions are held in the afternoon with the juvenile and with the parents. The parents’ session focuses on when and why juveniles take risks and the importance of setting boundaries and being actively involved with their child.

The juveniles also attend three evening “decisions under the influence” sessions where they talk about what decisions led to their arrests and what they could have done differently. The focus of the sessions is on smart behavior and on avoiding actions which could cause harm or even death. The sessions focus on the following issues: what the subject did; who was harmed and how that harm can be remedied; what additional bad behavior the subject is tempted to explore, but has not; and, where the subject will draw the line. The YMCA program’s goal is to keep kids alive, addiction-free and without a criminal record.

Victim Offender Reconciliation Program

Marin County currently has one juvenile justice program involving restorative justice principles, the Victim Offender Reconciliation Program (the “VORP”) located in the Marin County Probation Department. Referrals to the program come through the Probation Department, Police and Sheriff’s Departments and Marin County schools. The VORP enables crime victims to express themselves regarding the crime through a formal mediation process directed by a skilled mediator. Offenders are held accountable for their behavior while being given the opportunity to make direct amends to the victim. The VORP has operated in venues as varied as Juvenile Hall and the Marin County Community School which serves youth ages 12 to 17 years in grades 7 through 12 who have been referred by their juvenile probation officer or a School Attendance Review Board and/or have been expelled from their school district of residence.

Specialty Courts and Collaborative Justice Programs

Marin County’s Superior Court has created a number of specialty courts: Support and Treatment After Release Court, Adult Drug Court, Community Court, and Family Violence Court.¹⁰ Additional programs are provided through the Marin County District Attorney’s

⁹ Eighty percent of the cases referred to Youth Court involve drug or alcohol offenses.

¹⁰ See the Marin County Superior Court website, particularly “Collaborative Justice Courts.” www.marincourt.org/therapeutic_court.htm

Office. These courts and collaborative justice programs deal with particular types of offenses or problems for adult offenders. While these courts do not employ all the elements of classic restorative justice, they do seek to accomplish some of the same objectives, such as decreasing contact with the criminal justice system and returning offenders to a status as responsible members of the community.

Support and Treatment After Release Court

Support and Treatment After Release (“STAR”) Court is a court-supervised program provided for defendants with serious mental illness as an alternative to traditional supervised probation. The goal of STAR Court is to decrease the frequency of clients’ contacts with the criminal justice system by improving their social functioning skills and by linking them to employment, housing, regular treatment and support services.

A team composed of a judicial officer, probation officer, district attorney, defense counsel, a STAR case manager and treatment providers develops a program for each participant who must sign an agreement to abide by the program. After a minimum 12-month program, a successful participant may have his or her misdemeanor-related case dismissed or reduced and probation terminated.

Adult Drug Court

Adult Drug Court offers a highly-structured outpatient treatment plan to certain offenders after they have pled guilty. The court is intended to give offenders a chance to take responsibility for their actions and change their lives. As with STAR Court, successful completion of the prescribed program may result in dismissal of the drug related case or a stay of jail sentence and termination of probation.

Proposition 36, enacted by the electorate in 2000, changed the state’s Penal Code specifically to allow qualified defendants convicted of a non-violent drug possession offense to receive probation in lieu of incarceration. The operation of the court created in Marin to apply the new law has been suspended due to the expiration of funding. However, the sentencing provisions of the law remain in effect. Eligible non-violent drug offenses are now handled in the Superior Court, but the principles of Prop 36 are still followed: the offender is referred to the county’s Recovery Connection Center for evaluation and development of an appropriate treatment program. The court monitors compliance with the program by requiring frequent appearances and, upon successful completion, the offender may have the drug-related case dismissed. The Court also encourages Prop 36 offenders to request enrollment in the Adult Drug Court programs.

Community Court

In 2011, a Community Court was created with the support of Legal Aid of Marin. The Community Court meets once a month at the St. Vincent de Paul Society’s free dining room in San Rafael to help mostly homeless offenders charged with low grade crimes such as traffic violations, spitting, sleeping or being drunk in public to clear up citations and violations and get back on their feet, often with dismissal of the charges upon a showing that the offender is in an appropriate program to deal with his or her problems.

Family Violence Court

Because of the unique relationship between offender and victim, those accused of domestic violence are not subject to diversion from criminal proceedings once charged. In appropriate cases, a senior member of the domestic violence team in the Marin County District Attorney's Office holds a citation hearing with the offender in which the possible consequences of the violation are explained to the violator, and sometimes the victim, and a decision is made whether to charge the case or to handle it in some other manner. If the offender is charged and convicted or pleads guilty to a qualifying family violence event, the Family Violence Court seeks to improve the relationship within families who desire to remain together by providing program assistance for all the members of the family. The Court requires regular court appearances to insure that offenders are attending batterers' programs or alcohol or drug programs when appropriate and are complying with other requirements of their sentences.

Marin County District Attorney's Office

The Consumer Protection Unit of the Marin County District Attorney's office provides yet another limited use of restorative justice principles to divert cases from the court system. In addition to helping resolve consumer fraud claims, the section provides free mediation services for both non-criminal and potential criminal disputes, including landlord-tenant cases, consumer-business disputes, neighborhood disputes such as animal intrusion and noise, fence disputes, view obstruction, use of common facilities and employer/employee disputes. When all parties agree, a mediator meets with the parties and seeks to help them to clarify the issues and to reach a mutually agreeable solution to their dispute without resort to the courts.¹¹ The District Attorney, in appropriate cases, may also use citation hearings for other non-violent criminal offenses.¹²

Community Justice Initiative

The Community Justice Initiative (the "CJI"), initiated in 2010, was developed to conduct a public education and awareness campaign throughout Marin County about restorative justice models, principles and practices. The CJI's goal is to provide an opportunity for Marin communities to develop an alternate approach to juvenile justice sentencing and school suspension practices by developing community and school-based restorative justice practices. The CJI is sponsored by the Juvenile Justice Delinquency Prevention Commission and supported by the Marin County Probation Department. The CJI is in its initial stages and is working with San Rafael High School to develop a hybrid restorative justice youth court with

¹¹ See Marin County District Attorney's website, especially: www.co.marin.ca.us/depts/DA/main/dist/consumerpages/mediation.cfm

¹² A citation hearing is an informal process the District Attorney's Office uses when a decision has been made not to file charges in a particular case in the interest of justice, but complete dismissal of the charge would be inappropriate as well. In a meeting between a member of the District Attorney's staff and the offender, there is a factual review of the incident charged and a discussion of the legal elements of the crime and a solution proposed. The citation hearing does not bar filing formal charges if a new incident occurs. An example of the use of a citation hearing is the alleged battery in the Sausalito City Council members' "hand-slapping" altercation. See "Shush...slap," Sausalito Marin Scope 01/05/12.

plans to begin implementing the program in the school in the fall of 2012. Madrone High School in San Rafael is also working with the CJI and discussing the possibility of beginning a restorative justice program in order to reduce school suspensions.

On a community level, the CJI is partnering with interested individuals and service organizations in the Latino community to develop a grass roots restorative justice program for Canal district juveniles involved in low-level offenses. This program has the support of the Marin County law enforcement community, the district attorney, the probation department, juvenile hall and the San Rafael Police Department. The CJI is consulting with two other Marin communities, Novato and Marin City, who are also interested in developing a restorative justice program as an alternative to the juvenile justice system. Each restorative justice program is intended to be unique to its own community with the support of the local community and volunteers. The CJI envisions that ultimately these programs will have shared powers among the community, the schools, the police, the courts and probation. To date there are no firm plans to extend the programs to adults although that possibility is being evaluated.

San Quentin State Prison

San Quentin State Prison is one of the nation's most notorious prisons and home to some of California's most dangerous criminals, eighty percent of whom eventually return to society. Recidivism is approximately seventy percent for San Quentin parolees. The Insight Prison Project (the "IPP") has reduced that recidivism rate for its graduates. Created in 1997, the IPP is operated by a small staff and many dedicated volunteers from a community-based non-profit organization. The IPP uses restorative justice techniques to encourage the participants to empathize with and understand the effect of their crimes on their victims and the community as well as to teach inmates how to control their anger, to think before they act and to breathe and relax instead of using violence. Approximately three hundred men a week participate in the program, and it is reported that since its inception *only one graduate from the program has returned to prison after release.*

RESTORATIVE JUSTICE IN CALIFORNIA

Legislation

Restorative justice does have one clear instance of legislative approval in California. Welfare and Institutions Code Section 1700, relating to minors, seeks to "protect society from the consequences of criminal activity and to that purpose community restoration, victim restoration, and offender training and treatment shall be substituted for retributive punishment and shall be directed toward the correction and rehabilitation of young persons who have committed public offenses."

California State legislators are also currently attempting to specifically codify restorative justice principles for use in the juvenile courts. AB 1849, introduced in February 2012 and under consideration by the California Legislature, would authorize the juvenile court of a county to voluntarily adopt a pilot restorative justice program to address the needs of minors, victims and the community. The county prosecutor, public defender, probation department, service providers, community organizations, restorative justice groups and clinicians would develop a protocol for the program. The bill does not authorize any general funds to support

the pilot programs, but requires the juvenile court to obtain the necessary funds if it chooses to participate. As with all proposed bills, the future of this measure is uncertain.

Similar legislation was introduced in the 2007-08, 2008-09 and 2011-12 legislative sessions¹³ and passed by the California Legislature. In the cases of the 07-08 and the 08-09 bills, the governor vetoed the legislation claiming in each veto message that the bill was unnecessary since the California juvenile justice system is already rehabilitation based and courts may already create a restorative justice program. In 2011, the governor also vetoed the legislation, stating in his veto message that California courts already have the authority to create such programs.

Restorative Justice Programs in the Bay Area

There are a number of restorative justice programs operating in the greater Bay Area. Two examples of these programs follow.

Restorative Justice for Oakland Youth

Initiated in 2005, Restorative Justice for Oakland Youth (“RJOY”) operates programs with the goal of interrupting the cycle of violence, incarceration and wasted lives for youth of color. Three Oakland schools currently operate RJOY programs. Funding is provided by the state, corporate sponsors, foundations, private donors, grants, city councils and the Alameda County Board of Supervisors. Implementation of the programs relies heavily on volunteers. Success is measured in many ways including a reduction in recidivism, reduction in court costs, enhanced public safety and well-being, restitution to victims and fewer school suspensions. In one Oakland middle school RJOY reduced the rate of suspensions by seventy-five percent; in another the reduction was eighty-seven percent.

San Francisco Resolve to Stop the Violence Program

The San Francisco Sheriff’s Office operates a violence prevention program based upon restorative justice principles within the San Francisco jail. Entitled Resolve to Stop the Violence Program (“RSVP”), it is directed at violent offenders during incarceration and after release. Its goal is to break the cycle of violence and incarceration in succeeding generations of families. RSVP has resulted in a notable reduction of recidivism: those who completed four months of RSVP had an eighty percent lower re-arrest rate and the numbers improved further with greater time in the program. An unexpected but welcome result was a reduction in violence within the jail population and between offenders and jail staff.¹⁴ After an initial moderate start-up cost, long term savings of four dollars for every one dollar invested have been realized.

¹³ AB 360 (2007-08 legislative session); AB114 (2008-09 legislative session); AB 446 (2011-12 legislative session).

¹⁴ “The Resolve to Stop the Violence Project: transforming an in-house culture through a jail-based programme”, James Gilligan and Bandy Lee, *J Public Health (Oxf)* 2005; 27: 149–155.

Restorative Justice Programs in Los Angeles

The Los Angeles City Attorney's Office hearing program is an example of restorative justice principles being used in creative ways. This discretionary program has worked well for decades for those who participated by diverting appropriate cases away from the criminal courtrooms and into a less formal setting.

Cases referred to the program are generally low level, non-violent offenses that the prosecuting attorney has determined require action and investigation, but may not rise to the level of the need for a formal charge and criminal prosecution. A hearing officer conducts an administrative hearing - there is no judge or jury. The hearing officer, usually an experienced prosecutor, assesses the character, credibility and safety risk of the participants during a hearing in the City Attorney's office. While a person can have an attorney present, the attorney cannot speak. It is a session among the people involved, including the victim. Usually there is an apology provided and a plan to make amends or receive training or treatment is developed by the participants. If the hearing officer determines that the conduct is not likely to recur, he or she can recommend that the City Attorney's office not proceed with a formal charge in the case.

POTENTIAL EXPANSION OF RESTORATIVE JUSTICE IN MARIN

There are a number of areas where restorative justice programs and processes could be fruitfully expanded in Marin County. Some of the most important of these follow.

Bullying in Schools

Bullying, both physical and electronic, has been identified as a major contributor to problems experienced on many of our school campuses. Recognizing the problem, the California legislature passed Seth's Law¹⁵ named for thirteen year old Seth Walsh, who committed suicide in 2010 because of constant anti-gay bullying by classmates. The law will take effect on July 1, 2012 and will require educational agencies to "adopt a policy that prohibits discrimination, harassment, intimidation, and bullying." Schools will be required to establish "a process for receiving and investigating complaints" that includes an effective bullying response system."

Many schools, including a few in Marin, are already taking aggressive action to deal with and control bullying. Seth's Law will now require all schools to do so. Given the success of restorative justice techniques observed in those Marin schools already using them to deal with bullying, the law provides a significant opportunity for all middle and high schools in Marin to establish or expand the use of restorative justice techniques.

Disruptive Behavior in Schools

Disruptive or inappropriate behavior can also cause problems on school campuses and result in suspensions for the students involved. The use of restorative justice techniques such as restorative circles, restorative triangles, and peer courts have proven to work at the very

¹⁵ Seth's Law is also known as the "Safe Place to Learn Act" (Cal. Educ. Code section 234 et seq.).

diverse schools that have employed them. As schools adopt processes to deal with bullying, they should also adopt an accompanying restorative justice process to deal with other disruptive behavior.

AB 109

AB 109¹⁶, signed into law in 2011, requires that adult felons convicted of nonviolent or non-serious crimes and state parole violators serve their sentences in the county jail of the county in which they are convicted. These felons now will be housed in county facilities for longer stays than previously were typical in such facilities. Felons subject to post-release community supervision will also now be supervised by the probation department of the convicting county.

The Governor has also proposed changes to the way that violent juvenile offenders now housed by the state are treated. Under one proposal, the state would stop accepting juveniles in January 2013 and close the facilities by June 30, 2015, requiring the county in which the conviction is obtained to incarcerate the offenders.¹⁷ Under the other proposal, the juvenile facilities would remain open for the most violent juvenile offenders, but the state would charge the counties \$24,000 per year to house each juvenile, up from \$2,500 per year currently.

In Marin County, very few inmates are currently housed in the county jail for longer than a few months. With the advent of AB 109, the jail will have inmates incarcerated for as long as three years, and the probation department will be supervising both adult and juvenile parolees also for as long as three years. Under one of the governor's proposals, the Marin County Youth Authority may be housing juvenile felons at Juvenile Hall for a number of years.

The Marin County jail, administered by the Marin County Sheriff's Department, currently does not use restorative practices. However, with more inmates staying for longer periods of time, the jail would provide a fertile ground for expansion of the use of restorative justice, perhaps based on the San Francisco jail model.

The probation department does support use of restorative practices. In fact, the VORP program is a department-managed program and has been used with some success at Juvenile Hall. With the influx of AB 109 inmates and parolees, and with the possibility that juvenile felons may be coming back to Marin, expansion of the probation department's restorative justice programs is critical.

Misdemeanor Prosecutions by the Marin County District Attorney's Office

Given continuing budgetary constraints in Marin County, the District Attorney's (the "DA's") Office has been forced to cut its budget and is finding it difficult to operate as it has in the past. One area where the DA's Office could save attorney, staff and court time and tax dollars would be in the area of prosecution of misdemeanor cases. Seventy percent of Marin criminal jury trials involve misdemeanors, almost twice the level of comparable counties.

¹⁶ Chapter 15, Statutes of 2011, titled "2011 Realignment Legislation addressing public safety".

¹⁷ "Juvenile Justice Plan faces fight", *San Francisco Chronicle*, February 21, 2012.

Pre-trial or even pre-charge diversion techniques for many misdemeanor offenses could ease the strain on the DA's budget as well as on the budgets of the Marin County Superior Court and the Marin County Public Defender's Office. The Public Defender and the Superior Court are also constrained by budget cuts, but the Public Defender is forced to defend at trial many of the misdemeanor defendants charged and prosecuted by the DA's Office, and the Superior Court is required to empanel a jury and hear the cases, a significant budgetary drain. Implementation of restorative practices, such as the pre-charge hearing program used in the Los Angeles City Attorney's Office or expansion of the number of citation hearings in the DA's office itself, would save significant taxpayer dollars.

CONCLUSION

Restorative justice is a process used in many cities, counties, states, and other countries as an alternative to court-based retributive justice processes. It spares certain types of offenders from incarceration and a criminal record, saves the community the expense of court services as well as housing and supervising the offender and, in some cases, allows the victim of a crime to participate in the determination of the consequences imposed upon the offender. Studies of the results indicate a reduction, often dramatic, in repeat offenses, thus improving public safety by reducing future criminal activity.

Restorative justice is also used in schools as an alternative to expulsion or suspension, sparing the school the loss of funds based upon attendance while also altering the behavior and attitudes of the offenders and providing hope for the future for both victims and offenders. Expansion of restorative justice in Marin County – by schools, the adult and youth criminal justice systems, and neighborhoods and communities – must be undertaken.

FINDINGS

- F1: In Marin County, restorative justice has been successfully employed in a limited number of schools in lieu of suspension or expulsion.
- F2: In Marin County, schools have reduced the loss of state funding using restorative justice techniques to decrease suspensions.
- F3: Seth's law requires that schools establish an effective bullying response system.
- F4: In Marin County, restorative justice has been used to deal with bullying in schools.
- F5: In Marin County, YMCA Youth Court has successfully diverted youthful criminal offenders.
- F6: Restorative justice has been successfully used for both juvenile and adult criminal offenders in other cities, counties, states and countries.
- F7: Restorative justice programs reduce recidivism among adult criminal offenders who participate.
- F8: By reducing recidivism, restorative justice programs reduce overall costs of operation of criminal justice systems.

- F9:** Restorative justice has seen limited use in Marin County for pretrial or post-trial diversion of adult criminal offenders.
- F10:** Mediation services can be used to resolve certain civil disputes, thus saving judicial resources.
- F11:** Mediation services in Marin County could be adapted to use restorative justice in cases of low-level nonviolent adult offenders.
- F12:** Citation hearings by the Marin County District Attorney's Office have been successfully used for pre-charge diversion of low level criminal cases.
- F13:** Violence between prisoners, and between prisoners and guards, is reduced when prisoners participate in restorative justice programs.

RECOMMENDATIONS

The Marin County Civil Grand Jury recommends that:

- R1:** The Marin County Office of Education and Board of Education support the introduction of restorative justice practices in all Marin County schools.
- R2:** Marin County school districts and their boards institute the use of restorative justice practices.
- R3:** The Marin County Public Defender and Marin County District Attorney initiate and expand restorative justice programs to divert greater numbers of nonviolent criminal offenders from the courts and the jails.
- R4:** The Marin County Sheriff and the Marin County Probation Department initiate restorative justice programs at the county jail.
- R5:** The Board of Supervisors provide funding for restorative justice training and operations.

REQUEST FOR RESPONSES

Pursuant to Penal code section 933.05, the Marin County Civil Grand Jury requests responses as follows.

From the following individuals:

- Marin County Office of Education, Superintendent: Findings **F1, F2, F3** and **F4**; Recommendation **R1**.
- Marin County District Attorney: Findings **F6, F7, F8, F9, F10, F11**, and **F12**; Recommendation **R3**.
- Marin County Public Defender: Findings **F6, F7, F8, F9, F10, F11** and **F12**; Recommendation **R3**.
- Marin County Sheriff: Findings **F6, F7, F8** and **F13**; Recommendation **R4**.

From the following governing bodies:

- Marin County Board of Education: Findings **F1, F2, F3 and F4**; Recommendations **R1 and R2**.
- Bolinas-Stinson Union School District; Dixie School District; Kentfield School District; Laguna Joint School District; Lagunitas School District; Larkspur-Corte Madera School District; Lincoln School District; Mill Valley School District; Nicasio School District; Novato Unified School District; Reed Union School District; Ross School District; Ross Valley School District; San Rafael School District; Sausalito-Marín City School District; Shoreline Unified School District; Tamalpais Union High School District; and Union Joint School District: Findings **F1, F2, F3 and F4**; Recommendation **R2**.
- Marin County Board of Supervisors: Finding **F5, F6, F7, F8, F9, F10, F11 and F12**; Recommendations **R3, R4 and R5**.

The Marin County Civil Grand Jury invites responses from:

- Marin County Probation Department

The governing body or bodies indicated above should be aware that the comment or response of the governing body must be conducted in accordance with Penal Code Section 933 (c) and subject to the notice, agenda and open meeting requirements of the Ralph M. Brown Act.

California Penal Code Section 933 (c) states that “...*the governing body of the public agency shall comment to the presiding judge on the findings and recommendations pertaining to matters under the control of the governing body.*” Further, the Ralph M. Brown Act requires that any action of a public entity governing board occur only at a noticed and agendized public meeting.

Reports issued by the Civil Grand Jury do not identify individuals interviewed. Penal Code Section 929 requires that reports of the Grand Jury not contain the name of any person, or facts leading to the identity of any person who provides information to the Civil Grand Jury. The California State Legislature has stated that it intends the provisions of Penal Code Section 929 prohibiting disclosure of witness identities to encourage full candor in testimony in Civil Grand Jury investigations by protecting the privacy and confidentiality of those who participate in any Civil Grand Jury investigation.

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BULLYING

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6020 - Parent Involvement)

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

(cf. 5137 - Positive School Climate)

(cf. 6164.2 - Guidance/Counseling Services)

BULLYING, continued

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6163.4 - Student Use of Technology)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.94 - History-Social Science Instruction)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

***Note: Education Code 234.1, as amended by AB 9 (Ch. 723, Statutes of 2011), requires the district to adopt a process requiring school personnel who witness acts of discrimination, harassment, intimidation, or bullying to take immediate steps to intervene when safe to do so; also see BP 5145.3 - Nondiscrimination/Harassment. ***

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

BULLYING, continued

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Legal Reference:

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200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

35181 Governing board policy on responsibilities of students

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<http://www.ed.gov/about/offices/list/ocr>

Policy
adopted:

SAUSALITO MARIN CITY SCHOOL DISTRICT

NONDISCRIMINATION/HARASSMENT

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Superintendent or designee shall provide age-appropriate training and information to students, parents/guardians, and employees regarding discrimination, harassment, intimidation, and bullying, including, but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

In providing instruction, guidance, supervision, or other services to district students, employees and volunteers shall carefully guard against segregating or stereotyping students.

(cf. 1240 - Volunteer Assistance)

(cf. 6145 - Extracurricular and Ccurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

NONDISCRIMINATION/HARASSMENT, continued

The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21- Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

Grievance Procedures

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying, and to answer inquiries regarding the district's nondiscrimination policies:

(position title)

(address)

(telephone number)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

NONDISCRIMINATION/HARASSMENT, continued

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying shall report the incident to the Coordinator or principal, whether or not the victim files a complaint.

In addition, the employee shall immediately intervene when safe to do so. (Education Code 234.1)

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

(cf. 5145.7 - Sexual Harassment)

Within 30 days of receiving the district's report, the complainant may appeal to the Board if he/she disagrees with the resolution of the complaint. The Board shall make a decision at its next regular meeting and its decision shall be final.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation, or bullying, and the resources that are available to students who feel that they have been the victim of any such behavior. The district's policy shall also be posted on the district web site or any other location that is easily accessible to students.

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 6163.4 - Student Use of Technology)

When required pursuant to Education Code 48985, complaint forms shall be translated into the student's primary language.

Legal Reference: (see next page)

NONDISCRIMINATION/HARASSMENT, continued

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
48904 Liability of parent/guardian for willful student misconduct
48907 Student exercise of free expression
48950 Freedom of speech
48985 Translation of notices
49020-49023 Athletic programs
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Definition of hate crime
422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform Complaint Procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources: (see next page)

NONDISCRIMINATION/HARASSMENT, continued

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

California Student Safety and Violence Prevention - Laws and Regulations, April 2004

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendment.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy
adopted:

SAUSALITO MARIN CITY SCHOOL DISTRICT

Sausalito Marin City School District
Office of the Superintendent

Date: August 23, 2012
To: Board of Trustees
From: Valerie Pitts, Superintendent
Re: Discussion: Informational Session – Tax Initiatives: Propositions 30 and 38

Background

California School Boards Association (CSBA) had provided a Board Discussion Guide and Resolution (Consent Item), explaining why school districts should support Proposition 30 (Schools & Local Public Safety Protection Act) and Proposition 38 (Our Children Our Future: Local Schools and Early Education Investment Act). The Guide is included with this Board memo.

Analysis

The November 6, 2012, election ballot includes 11 Propositions. Propositions 30 and 38 relate to schools funding. The Legislative Analyst's Office (LAO) has provided a nonpartisan analysis of Governor Jerry Brown's Proposition 30, *Schools and Local Public Safety Protection Act of 2012*, and Proposition 38, the *Our Children, Our Future: Local Schools and Early Education Investment and Bond Debt Reduction Act*. Those analyses can be found on the LAO's website under the "Ballot/Initiatives" tab, or by selecting the following link to the November 2012 Propositions webpage: http://www.lao.ca.gov/laoapp/ballot_source/Propositions.aspx

Financial Impact

None

Legal Implications

None

Recommendation

This item is brought before the board for review and discussion.

Backup attached: Yes ___X___ No _____

Sausalito Marin City School District

Resolution #671 - Draft

To Support Schools & Local Public Safety Protection Act (Proposition 30) and Our Children Our Future: Local Schools and Early Education Investment Act (Proposition 38)

WHEREAS, the Sausalito Marin City School District's Board of Education is committed to making policy and financial decisions that enable the school district to provide quality educational programs and services to the school-age children of our community; and

WHEREAS, since the onset of the state's fiscal crisis in 2008, public schools statewide have experienced unprecedented funding reductions and apportionment deferrals totaling more than \$20 billion; and

WHEREAS, California public schools now rank 47 out of the 50 states in per-pupil spending; and

WHEREAS, California public schools have laid off over 40,000 educators since 2008; and

WHEREAS, the school funding crisis is at historic proportions with 188 school districts certifying possible difficulty in meeting their financial obligations over the next two years; and

WHEREAS, the 2012-13 state budget is predicated on voter approval in November 2012 of the Schools & Local Public Safety Protection Act (Prop 30), without which schools will receive additional mid-year funding reductions that will result in additional cuts in services and programs to students; and

WHEREAS, the Sausalito Marin City School District has implemented the following cuts in order to stay fiscally solvent: \$ 104,509 (2008-209), \$ 65,091 (2009-2010), \$160,797 (2010-2011), \$104,279 (2011-2012) and \$111,859 (2012-2013); and

WHEREAS, the California School Boards Association, representing nearly 1,000 school district governing boards and regional educational agencies, supports the passage of both Proposition 30 (Schools & Local Public Safety Protection Act) and Proposition 38 (Our Children Our Future: Local Schools and Early Education Investment Act); and

BE IT RESOLVED that the Sausalito Marin City School District's Board of Education joins CSBA and school districts around the state in supporting both funding measures and proudly joins the **Stand Up For Education** campaign to urge the Legislature to work with CSBA and other education leaders to identify long-term adequate funding solutions for public schools; and

BE IT FURTHER RESOLVED, that this body, the Sausalito Marin City School District, supports the passage of both Proposition 30 and Proposition 38 because each provides needed revenue to public schools.

PASSED AND ADOPTED on _____ by the following vote:

AYES: _____ **NOES:** _____ **ABSENT:** _____

I HEREBY CERTIFY that the foregoing resolution was duly introduced, passed and adopted by the Governing Board at a regularly called and conducted meeting held on said date

Board Clerk

BOARD DISCUSSION GUIDE

Use this document to prepare for the discussion that your board will have about voting on a resolution of support for Prop 30 and Prop 38. A detailed fact sheet outlining the facts about each proposition is available online at www.csba.org/standup.aspx.

Why should our board support both propositions?

- School budgets have been impacted by more than \$20 billion in cuts and deferrals since 2008. (Include examples from your local school district). As a result of the deep budget cuts and excessive deferrals, a record number of school districts have received qualified and/or negative budget certification status by their county superintendents. Even those that are solvent with positive budget certifications now may slip into qualified or negative status with the impending trigger cuts that will take effect if Prop 30 does not pass in November.
- Both propositions will direct billions of dollars to schools.
- The state already ranks 47th out of the 50 states in per pupil funding, and is ranked 50th in the number of librarians, counselors and nurses per student.
- We don't need a divided message. The polling shows that the propositions have a 50/50 chance of passing due to vocal opposition from anti-tax organizations. A vote for both sends a clear message that funds are needed now whether from Prop 30 or Prop 38.
- If your board supports one proposition over the other, voters could be confused at the ballot box and this could lead to a no vote by that constituent. A resolution supporting both Prop 30 and Prop 38 assures that voters understand that schools need funding now and that the passage of either will help ease the impact of the excessively deep cuts and deferrals from 2008-2012.

What are the benefits of supporting both Prop 30 and Prop 38?

- Our schools win regardless of which ballot measure receives the greatest number of votes. A vote for both on Election Day affirms the value that our communities place on our schools and the public education system.
- A resolution supporting both simplifies the issue for voters. Both will do what is claimed in the ballot language – direct needed funds to schools.

Some say that Prop 38, the Munger initiative (Our Children, Our Future), is better than the governor's initiative – Prop 30? Is that true?

- Each initiative uses a different funding formula to accomplish the same basic aim – to direct desperately needed revenue to schools. Both are viable temporary funding solutions.
- Both direct needed funding to schools; this is why it is best to pass a resolution in support of both Prop 30 and Prop 38.

What happens if both pass?

- The proposition with the greatest number of votes will likely take effect.

What happens if Prop 30 doesn't pass?

- If Prop 30 doesn't pass, the trigger cuts will take effect. Schools will lose an additional \$457 per pupil (an approximation) – roughly a \$5.5 billion additional cut to public education.



- Ninety percent (90%) of the trigger cuts will be shouldered by public schools in the 2012-13 budget.
- CSBA's Prop 98 lawsuit will become even more critical if this occurs.

How will students be affected if Prop 30 doesn't pass?

- The school year has already been reduced by a number of days due to revenue declines since 2008. Without new revenue, the new 2012-13 budget allows for boards to reduce the school year by an additional 15 days this year and next, which will have a devastating impact on student retention and achievement. (Provide examples of the impact that could be anticipated in your local district if the trigger cuts take effect. Where will you make the needed budget cuts and what impact will this have on student learning?)
- If this occurs, California will now tie Colorado for having the shortest instructional year in the country. The state already ranks 47th out of the 50 states in per pupil funding, and is ranked 50th in the number of librarians, counselors and nurses per student.
- Furlough days and non-pupil days are bad policy. These forced-non pupil days (triggered by the state's funding reduction to schools) rob students of invaluable instructional time that cannot be recovered.
- A shortened instructional year impacts student learning, and reduces the breadth and depth of the material that teachers can cover each school year. This will have long-term implications for student retention, achievement and performance.
- It will be nearly impossible for teachers to cover the current breadth of the curriculum with fewer teaching days and fewer classroom resources. How will we implement, for instance, the new

Common Core State Standards in English language arts and math with fewer days for teaching, planning and professional development?

- How can we expect our students to compete globally against their peers from other nations when their governments are committed to funding the academic year and their educational systems while ours is eroding due to the lack of resources?
- Districts will be forced to cut more programs. The board and administration will be forced to eliminate programs and services to sustain a balanced budget. (Provide examples of the additional cuts that you may need to make if the trigger cuts take effect.)

How will staff be impacted if Prop 30 doesn't pass?

- Some districts may have to lay off teachers and/or classified staff and management, which will have long-term policy implications for students – the quality of their education, their overall learning, and the safety and smooth operation of campuses. (Discuss the impact that additional cuts may have on your workforce.)
- Workforce reductions are likely in many districts if the trigger cuts take effect.

How do these measures affect CSBA's Prop 98 lawsuit?

- If Prop 30 (the governor's initiative) passes it would put into the state constitution all the provisions concerning the realignment of certain state services from the state to local cities and counties. While the CSBA lawsuit does not oppose the realignment, it does challenge how the state treats the Prop 98 minimum guarantee in that transaction.



Sausalito Marin City School District
Office of the Superintendent

Date: August 23, 2012
To: Board of Trustees
From: Valerie Pitts, Superintendent
Re: Discussion: Conflict of Interest Code Update – First Reading

Background

The State Political Reform Act requires every local governing agency to review its Conflict of Interest Code every two years. The County Board of Supervisors as the Code reviewing body for school districts is charged with the responsibility of reviewing and approving any changes to the Conflict of Interest Code. The Sausalito Marin City School District adopted Board Bylaw (BB) 9270 Conflict of Interest and Exhibit (E) 9270 Resolution Adopting a Conflict of interest Code on September 9, 2010. The California School Boards Association has made no changes that would impact either as they are currently written.

However, the Marin County Elections Department has written to request that Conflict of Interest Codes be updated to reflect a change of location of filing for the statements of Economic Interest (Form 700) for designated employees. Essentially for school districts, the Election Department will continue to retain the file of statements of Economic Interest for board members while school districts will now retain a file of statements from employees designated to submit statements of Economic Interest. The County believes that this change will modernize and streamline the current process and have noted that several jurisdictions have already implemented this change.

Analysis

Attached for first reading, please find proposed:

- Board Bylaw (BB) 9270 Conflict of Interest
- Exhibit (E) 9270 Resolution Adopting a Conflict of interest Code, which reflects the language proposed by the Marin County Elections Department

Legal Implications

Review of the Conflict of Interest Code and Exhibit is required every two years so it is now due from Sausalito Marin City School District. We must submit changes if any to the County Board of Supervisors by October 1.

Recommendation

This item is brought before the board for review and discussion.

Backup attached: Yes ___X___ No _____

CONFLICT OF INTEREST

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. In accordance with law, Board members and designated employees shall disclose any conflict of interest and, as necessary, shall abstain from participating in the decision.

(cf. 9005 - Governance Standards)

The Board shall adopt a resolution that specifies the terms of the district's conflict of interest code, the district's designated positions, and the disclosure categories required for each position.

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body.

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days. (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

(cf. 9320 - Meetings and Notices)

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last statement and the date of leaving office or district employment. (Government Code 87302, 87500)

(cf. 4117.2/4217.2/4317.2 - Resignation)

(cf. 9222 - Resignation)

Conflict of Interest under the Political Reform Act

A Board member or designated employee shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying conflict of interest. A conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect" on one or more of the Board member's or designated employee's "economic interests," unless the effect is indistinguishable from the effect on the public generally or the Board member's or designated employee's participation is legally required. (Government Code 87100, 87101, 87103; 2 CCR 18700-18709)

CONFLICT OF INTEREST (continued)

A Board member or designated employee makes a governmental decision when, acting within the authority of his/her office or position, he/she votes on a matter, appoints a person, obligates or commits the district to any course of action, or enters into any contractual agreement on behalf of the district. (2 CCR 18702.1)

A Board member who has a disqualifying conflict of interest on an agenda item that will be heard in an open meeting of the Board shall abstain from voting on the matter. He/she may remain on the dais, but his/her presence shall not be counted towards achieving a quorum for that matter. A Board member with a disqualifying conflict of interest shall not be present during a closed session meeting of the Board when the decision is considered and shall not obtain or review a recording or any other nonpublic information regarding the issue. (2 CCR 18702.1)

Additional Requirements for Boards that Manage Public Investments

A Board member who manages public investments pursuant to Government Code 87200 and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18702.5)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required.
2. Recuse himself/herself from discussing and voting on the matter, or otherwise acting in violation of Government Code 87100. The Board member shall not be counted toward achieving a quorum while the item is discussed.

However, the Board member may speak on the issue during the time that the general public speaks on it and may leave the dais to speak from the same area as members of the public. He/she may listen to the public discussion of the matter with members of the public.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

If the item is on the consent calendar, the Board member must recuse himself/herself from discussing or voting on that matter, but the Board member is not required to leave the room during consideration of the consent calendar.

CONFLICT OF INTEREST (continued)

4. If the Board's decision is made during closed session, disclose his/her interest orally during the open session preceding the closed session. This disclosure shall be limited to a declaration that his/her recusal is because of a conflict of interest pursuant to Government Code 87100. He/she shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the Board's decision.

(cf. 3430 - Investing)

Conflict of Interest under Government Code 1090

Board members, employees, or district consultants shall not be financially interested in any contract made by the Board on behalf of the district, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest, the district is barred from entering into the contract. (Government Code 1090; Klistoff v. Superior Court, (2007) 157 Cal.App. 4th 469)

A Board member shall not be considered to be financially interested in a contract if his/her interest is a "noninterest" as defined in Government Code 1091.5. One such noninterest is when a Board member's spouse/registered domestic partner has been a district employee for at least one year prior to the Board member's election or appointment. (Government Code 1091.5)

A Board member shall not be considered to be financially interested in a contract if he/she has only a "remote interest" in the contract as specified in Government Code 1091 and if the remote interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract. (Government Code 1091)

Even if there is not a prohibited conflict of interest, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which his/her relative belongs. *Relative* means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

CONFLICT OF INTEREST (continued)

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which his/her private or personal interest may conflict with his/her official duties.

Rule of Necessity or Legally Required Participation

On a case-by-case basis and upon advice of legal counsel, a Board member with a financial interest in a contract may participate in the making of the contract if the rule of necessity or legally required participation applies pursuant to Government Code 87101 and 2 CCR 18708.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

(cf. 4136/4236/4336 - Nonschool Employment)

Gifts

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation except as described in Government Code 89506.

A gift of travel does not include travel provided by the district for Board members and designated employees. (Government Code 89506)

Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, in accordance with law. (Government Code 89501, 89502)

CONFLICT OF INTEREST (continued)

The term *honorarium* does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade, or profession is making speeches
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

Legal Reference:

EDUCATION CODE

1006 *Qualifications for holding office*

35107 *School district employees*

35230-35240 *Corrupt practices, especially:*

35233 *Prohibitions applicable to members of governing boards*

41000-41003 *Moneys received by school districts*

FAMILY CODE

297.5 *Rights, protections, and benefits of registered domestic partners*

GOVERNMENT CODE

1090-1099 *Prohibitions applicable to specified officers*

1125-1129 *Incompatible activities*

81000-91014 *Political Reform Act of 1974, especially:*

82011 *Code reviewing body*

87100-87103.6 *General prohibitions*

87200-87210 *Disclosure*

87300-87313 *Conflict of interest code*

87500 *Statements of economic interests*

89501-89503 *Honoraria and gifts*

91000-91014 *Enforcement*

PENAL CODE

85-88 *Bribes*

CODE OF REGULATIONS, TITLE 2

18110-18997 *Regulations of the Fair Political Practices Commission, especially:*

18702.5 *Public identification of a conflict of interest for Section 87200 filers*

Legal Reference continued: (see next page)

CONFLICT OF INTEREST (continued)

Legal Reference: (continued)

COURT DECISIONS

Klistoff v. Superior Court, (2007) 157 Cal.App.4th 469

Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th 655

Kunec v. Brea Redevelopment Agency, (1997) 55 Cal.App.4th 511

ATTORNEY GENERAL OPINIONS

92 Ops. Cal. Atty. Gen. 26 (2009)

92 Ops. Cal. Atty. Gen. 19 (2009)

89 Ops. Cal. Atty. Gen. 217 (2006)

86 Ops. Cal. Atty. Gen. 138 (2003)

85 Ops. Cal. Atty. Gen. 60 (2002)

82 Ops. Cal. Atty. Gen. 83 (1999)

81 Ops. Cal. Atty. Gen. 327 (1998)

80 Ops. Cal. Atty. Gen. 320 (1997)

69 Ops. Cal. Atty. Gen. 255 (1986)

68 Ops. Cal. Atty. Gen. 171 (1985)

65 Ops. Cal. Atty. Gen. 606 (1982)

63 Ops. Cal. Atty. Gen. 868 (1980)

Management Resources:

CSBA PUBLICATIONS

Conflict of Interest: Overview of Key Issues for Governing Board Members, Fact Sheet, July 2010

FAIR POLITICAL PRACTICES COMMISSION PUBLICATIONS

Can I Vote? A Basic Overview of Public Officials' Obligations Under the Conflict-of-Interest Rules, 2005

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws, 2009

Understanding the Basics of Public Service Ethics: Transparency Laws, 2009

WEB SITES

CSBA: <http://www.csba.org>

Fair Political Practices Commission: <http://www.fppc.ca.gov>

Institute of Local Government: <http://www.ca-ilg.org>

CONFLICT OF INTEREST

**RESOLUTION ADOPTING A
CONFLICT OF INTEREST CODE**

WHEREAS, the Political Reform Act, Government Code 87300-87313, requires each public agency in California to adopt a conflict of interest code; and

WHEREAS, the Governing Board of the Sausalito Marin City School District has previously adopted a local conflict of interest code; and

WHEREAS, past and future amendments to the Political Reform Act and implementing regulations may require conforming amendments to be made to the district's conflict of interest code; and

WHEREAS, a regulation adopted by the Fair Political Practices Commission, 2 CCR 18730, provides that incorporation by reference of the terms of that regulation, along with an agency-specific appendix designating positions and disclosure categories shall constitute the adoption and amendment of a conflict of interest code in conformance with Government Code 87300 and 87306; and

WHEREAS, the Sausalito Marin City School District has recently reviewed its positions, and the duties of each position, and has determined that changes to the current conflict of interest code are necessary; and

WHEREAS, any earlier resolutions, bylaws, and/or appendices containing the district's conflict of interest code shall be rescinded and superseded by this resolution and Appendix; and

NOW THEREFORE BE IT RESOLVED that the Sausalito Marin City School District Governing Board adopts the following Conflict of Interest Code including its Appendix of Designated Employees and Disclosure Categories.

PASSED AND ADOPTED THIS _____ day of _____, _____ at a meeting, by the following vote:

AYES: _____ NOES: _____ ABSENT: _____

Attest:

Secretary/President

CONFLICT OF INTEREST (continued)

**Conflict of Interest Code of the
Sausalito Marin City School District**

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with the attached Appendix specifying designated positions and disclosure categories, are incorporated by reference and shall constitute the district's conflict of interest code.

Governing Board members and designated employees shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed in the attached Appendix. The Statement of Economic Interest shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection.

APPENDIX

Disclosure Categories

1. **Category 1:** A person designated Category 1 shall disclose:
 - a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
 - b. Investments or business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district.
2. **Category 2:** A person designated Category 2 shall disclose:
 - a. Investments or business positions in or income from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs.
 - b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

CONFLICT OF INTEREST (continued)

3. **Full Disclosure:** Because it has been determined that the district's Board members and/or Superintendent "manage public investments," they and other persons designated for "full disclosure" shall disclose, in accordance with Government Code 87200:
- a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
 - b. Investments, business positions, and sources of income, including gifts, loans, and travel payments.

Designated Positions

<u>Designated Position</u>	<u>Disclosure Category</u>
Governing Board Members	1
Superintendent of Schools	1
Assistant/Associate Superintendent	1
Purchasing Agent	1
Director	2
Principal	2
Assistant Principal	2
Maintenance and Operations Director	2
Program Coordinator	2
Project Specialist	2
Supervisor	2
Dean of Students	2

Designated employees, except those in Category 1 (elected officials), shall file their Statements of Economic Interests with Sausalito Marin City School District who will make the statements available for public inspection and reproduction (Government Code Section 81800). Statements of designated employees will be retained by the Sausalito Marin City School District.

Disclosures for Consultants

Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

CONFLICT OF INTEREST (continued)

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18701)

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke a permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18702.2 or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR 18701)

Exhibit
version:

SAUSALITO MARIN CITY SCHOOL DISTRICT

**SAUSALITO MARIN CITY SCHOOL DISTRICT
BOARD MEETING MINUTES
May 24, 2012**

ATTENDANCE

Board Members: Thomas Newmeyer, William Ziegler, Shirley Thornton, Ed. D.,
Karen Benjamin and Mark Trotter
Superintendent: Valerie Pitts, Ed. D.

President Thomas Newmeyer called the meeting to order at 5:00 p.m.

The agenda order was approved.

PERSONS WISHING TO ADDRESS THE BOARD PRIOR TO CLOSED SESSION

There was no public comment.

CLOSED SESSION

The Board and Superintendent convened closed session at 5:01 p.m.

RECONVENE TO OPEN SESSION

Open session reconvened at 5:20 p.m.

Report Out from Closed Session

President Newmeyer announced that, in closed session, the board had approved an agreement with MCOE for technology services.

STUDY SESSION

Discussion of Isolation and Race Issues

Stephen Chang, Colm Davis and Victor Cary, National Equity Programs, gave a Power Point presentation, Sausalito Marin City School District Board Meeting May 24, 2012:

- Our Mission
- Community Agreements
- Agenda
- The Problem We Need to Solve
- Opportunity Gap
- How the Opportunity Gap is Constructed
- Universal Goals, Targeted Approaches
- A Wicked Problem
- Pair Share
- What is Needed
- Facilitated Discussion

Discussion

Ray Menaster: Why [are we having this discussion] now?

President Newmeyer: Action Team (A Team) discussions led to this during discussion of moving Bayside from Sausalito to Marin City.

Trustee Thornton: This is nothing new; discussion has been needed since World War II.

What are the groups in Marin City? Demographics are changing; the Pacific Rim and Latino communities are growing.

Ray Menaster: When we go to community meetings, we always wonder where a representative from the school district is. Superintendent Pitts offered to attend.

Trustee Trotter: In the hour allotted for discussion, we need to stay focused on the racial issue; we have a 98% low income population of kids; the majority is African American. There has been discussion of moving those kids to Marin City, which increases segregation; what is best for addressing the opportunity for those kids?

Felicia Gaston: There were discussions held at the time MLK was built; that was the board's ultimate intention then - to move them all to Marin City. I think the board is now making it a bond issue and plans to finalize it now. Trustees Trotter and Thornton: That was not the plan; we needed a middle school.

Felicia Gaston: What are you pushing? A bond?

President Newmeyer: The board needs a decision in June; there is no consensus of the board at this time to proceed. District dynamics are changing: WCA growth and decreasing revenues from the state. Status quo is not sustainable. There is no easy answer on race; Bayside is not as integrated as WCA, so both Bayside and MLK are segregated already.

Felicia Gaston: What about the bus?

Trustee Trotter: The bus is a \$50-100,000 annual expense – an economic issue. With school here, there is no need for a bus.

Ethel Seiderman: Why sell integration to save the cost of the bus?

Unidentified Woman: As WCA goes up, district expense goes up. Charter schools are not to have an incursion on the public school system. Trustee Ziegler: The charter is a public school.

President Newmeyer: Come to every board meeting; this is very complex; a lot of this is being explained along the way.

Trustee Thornton: We went from the education of children to what fiscally can we afford? Keeping two schools open with 120 kids is not sustainable; we need two K-8 schools and what does that mean? There are concerns for real estate - Bayside was a Title 1 and Distinguished School, which we didn't get the kudos for – it was business as usual – even though our children were achieving, there was no celebration.

Unidentified Man: How will children who live in Marin City public housing be distributed?

Fran Nelson: Superintendent Pitts and the board passed the concept of International Baccalaureate; whether it will draw from other communities is uncertain. It will be difficult to maintain the perception of equality between Marin City and WCA; how will kids integrate into high school and into the greater community?

Superintendent Pitts: As a member of the entire county education community, if integration is the right thing, why haven't we focused on that? There are a lot of opportunities to share. Is it better to save this tiny district or is it better to integrate with a slightly larger district? No Marin district is very big.

Johnathan Logan, Jr.: Every school district in Marin is mono-cultural. What is the best academic program? How do we create the best academic opportunity for our kids in Bayside and MLK? There will always be race issues.

Ricardo Moncrief: It seems like there is an economic mandate for segregation; is there a political mandate? Has the community been polled?

Unidentified Man: You can't vote for segregated schools.

Trustee Thornton: There are no students from Sausalito attending Bayside.

Ray Menaster: In 1970s, Mill Valley sent students here; there is already a history.

Ellen Franz: We [Bayside] are already a segregated school; kids talk about the difference in what they see at Bayside and WCA and it doesn't feel empowering.

Marsha Bonner: What will it take to try to orchestrate integration?

Trustee Trotter: This feels like failure to me; we are already a segregated district; we are at 700 and WCA is at 900, which dictates where Sausalito will send its children. It's about academics for me; how do we get Bayside & MLK to be 900 schools? We've been working at this for ten to twelve years. My gut feeling is that segregation is not the answer but we are hearing a lot of opinions – what does the community want?

Johnathan Logan, Jr: In reality parents aren't going to send their kids here; accept Interdistrict Transfer requests. It is painful to get bogged down in discussion of race; we need to talk about program.

Trustee Benjamin: I looked up the demographics of WCA (she read them to the group). It is not an all white school but includes many races with the highest number being Latino/Latina.

Felicia Gaston: A bond decision needed in June.

Trustee Benjamin: A bond is needed for more than 1 M in deferred maintenance.

Trustee Trotter: We cannot create a K-8 in Marin City without a bond because we don't have a school that will facilitate that here.

President Newmeyer: Two small isolated schools don't justify the program. I'd rather see Spanish, Art, and PE than a school bus. It is too much for teachers to run back and forth all day; we need a comprehensive program that really works.

Felicia Gaston: What will happen in September?

President Newmeyer: A bond doesn't even get funded until next February.

Trustee Trotter: It would take a couple of years to achieve the construction goals.

Stephen Chang: Fiscal problem/opportunity/ isolation and segregation – they don't line up; it will take a lot of work to figure out how to balance that. How do you ensure opportunities to students and families to get the outcomes desired? You have unique, practical and geographical issues.

Trustee Ziegler: A community school in Marin City would be a plus; the community will benefit from that. WCA has the reputation of a community school by creating that environment; it can happen here when you have the program in place and it is in your own backyard. It is not a race issue but a community issue; the culture of education is critical to a community school; if you felt the school was your own rather than that you were shipped over here. How will this community change if we do this?

Victor Carey: It is an interesting challenge, a problem since the shipyards; a geographical divide. There are good examples of high achieving segregated schools; we have re-segregated across the country. The movement now is corporate and charter school movements. You have resources, albeit diminishing, that give you options.

Unidentified Woman: Segregation is not the problem but the resources given to the students; is this board going to make decisions that are equal? Students need to feel worthy; they need more beauty. What we provide shouldn't be separate. Children do better in segregated schools (families know one another). Be fair.

Trustee Thornton: If we evolve into K-8, how does the question of equity and equality remain on top?

Trustee Benjamin: IB is for Bayside/MLK; improving facilities is for this community –improving MLK and its field; the new teachers mentioned are for here, not for WCA. There is no IB anywhere else in Marin; teachers are and will be committed – this staff is so dedicated. We are trying to bridge what students get at TAM and Redwood; come to the meetings and learn what they are doing. Teachers need to be applauded. Unless you see that, you have an old mindset; it is not what it was five years ago, not three years ago.

Terrie Green: We need policies, top-notch program and staff, and budget. We need to balance the money and have policies that the community agrees with before going for a bond.

Unidentified Woman: Teachers came to the community to seek parent coalition because they didn't have the support of the board.

Jonnette Newton: Staff is extremely dedicated; the issues we face in our schools are due to poverty, serious social issues, and race issues -yes; we need to be teaching behaviors, emotional social skills; we need community and parents' help. There are other community events to attend but there is a lot going on at the schools that we are already committed to. Diversified staff – we are always looking, we get lots of applications but receive few diversified; it is not apparent why people are not coming to us. Tenisha

Tate [Assistant Principal] went to a special place to recruit. Training – we have IB training and IB school visits for our teachers; they are looking continuously at how to do things smarter. The board is supporting a STRONGER program; our kids need to think we are supporting them.

Bettie Hodges: Race is our issue when school board members feel better sending their children to the charter school instead of the public schools, it's disingenuous. We need a school board with a moral compass to not just be paternal but actually do something for Marin City. A gym in Sausalito is expensive. It is hard for us to listen to you and have us believe it when your own kids attend school at the charter school.

Ricardo Moncrief: Mental health issues translate into the classroom.

President Newmeyer: Bettie hit it on the head – how can we trust the board? I can talk till I'm blue but it won't do any good; at the end of the day, there will be a ton of distrust. With everyone coming from a different place, it will be difficult to achieve trust. Bayside and MLK have more of the funds; WCA has less and three times the kids.

Forrest Corson: I was a waterfront kid, here my entire life. The 101 overpass is the dividing line and always has been; the line is drawn and no one wants to bend it. None of the three communities have ever melded but the kids don't care. Diversity is better if we can make it support the children.

Trustee Thornton: African Americans came with the belief of a protestant work ethic, wanting to be accepted, and we were not.

Stephen Chang: Most communities have a geographical dividing line; what are you willing to do about it? How do we become successful and what do we put together to allow the community to come together.

Pam Dake: Conversation is a beginning; I am urging more discussions like this. Staff doesn't reflect the population; students need role models. NCLB is mean-spirited, boring, rote learning if the expectation at home is that you will go to higher education. Kids need extracurricular things that make life fun and they should not hate to go to school. MLK has not had quality education over the years.

K Adams: I am a lifelong resident; it has changed; there is still a race issue. I hate to see such a tense atmosphere for everybody; I like different races. There is crime everywhere. It's a bit much- as a parent, what do I need to do to give my kids the best education? Students have achieved/excelled here.

Final Community Reflections:

Sharon Turner: I've worked in Marin City a number of years, watched board changes, watched kids going to high school unprepared. Bring our kids home; have a community school program; have a robust program that prepares us to compete. We don't have a transition program for the current 8th grade class; I don't want another class to go by the wayside.

Terrie Greene asked Nancy Johnson to convene a meeting in Marin City for a community discussion so the community can come back to the board with some recommendations.

Unidentified Man: How will the kids feel when they're pushed back over here?

Bettie Hodges: Community schools are great but the question is not of model. The board has been discussing options for more than a year; will people come from Sausalito to Marin City? I would like to see an option to integrate.

Unidentified Woman: Charter school parents need to raise funds; you continue to drain resources to support the charter school. Put a cap on it; the board may have to make a decision to stop expansion of WCA.

Susan Cassidy: I have been in this district many years, the issue stopping everything from moving forward is that it is not a coordinated effort; everyone wants their kids in a good school – it feels like we are a bunch of parts that come together and collide; bring it all together, be honest.

Ricardo Moncrief: Twenty nine students had high blood pressure; there's no telling what influence this has on them; we need perhaps three years to bring them up to par.

Final Board Reflections:

Trustee Trotter: I agree with Principal Newton; we are up against poverty; that is the main thing. Kids need more resources because there are not enough resources at home. Mr. Trotter used homework as an example, saying that it is difficult to find enough time to help an individual student with homework in a two parent family; it is even more difficult in a single parent household.

Trustee Thornton: Race is the issue; poverty is a part of that; we have to believe in the children enough to make them want to learn.

Trustee Ziegler: I agree with Shirley Thornton; we need to make practical decisions; the board has to establish a program that really works. If Willow Creek Academy were gone tomorrow, you still would have this population; we cannot improve it financially unless we establish the program and transition – bite the bullet and take action. FSG started with us over a year ago; we've taken first steps. We need to take major steps now to get a bond in November; the opportunity is now; keep talking but don't lose time by losing the opportunity to get the bond now.

President Newmeyer: Discussion is a process; it never has an ending. We have a good manager in place in Valerie Pitts; hear her guidance and recommendations; we at least have a shot at success; the way it is now, I don't think we have that shot.

Superintendent Pitts thanked everyone for participating in the meetings. She feels honored and blessed to be here for these conversations. She makes commitment to look at what more she can do; she feels the board is committed. She wants to do what's best for the entire community; wants to turn what she hears into actions, which will not happen overnight.

A five minute recess was taken.

REGULAR SESSION

Pledge of Allegiance

Trustee Thornton led the Pledge of Allegiance.

PERSONS WISHING TO ADDRESS THE BOARD PRIOR TO OPEN SESSION

There was no public comment.

RECOGNITION

Board members acknowledged and presented certificates of achievement to:

- **District Outstanding Teacher of the Year:** Ms. Susan Cassidy, Fifth Grade Teacher. Susan was on a camping trip with students during celebration.
- **District Outstanding Classified Employee of the Year:** Ms. Shakona Bowie, Paraprofessional Ellen Franz accepted on her behalf.
- **MLK First Place Winners of the Marin Eco Top Chef Competition:** MLK students Ayana Woodard, Avossia Agbonkonkon, Luna Beltran and Romeo Beltran, guided by teacher, Natasha Griffin, were acknowledged for their achievement.

Assistant Principal Sandie Spoering described the Marin Eco Top Chef Competition, an event held on May 19. Seventh and eighth grade students from eight middle schools each worked with Marin chefs to create a menu adaptable to a school lunch. Judges were impressed that MLK students used vegetables from their school garden. The award, an antique skillet, will have the school's name engraved on it. Ayana Woodard was in attendance at the board meeting; certificates of achievement were issued by the board for each student.

FACILITIES

Discussion of Facilities Bond/Community Input

Superintendent Pitts introduced Mark Pressman of Wulff Hansen & Co, who discussed:

- Bonding capacity of the district; 29,416,591
- Estimated tax per \$100,000 of assessed value
- Fifty-five% vote requirement to pass a bond in November
- Current low interest rates would equate to more proceeds from the bond
- If passed in November, bond would be issued around February.

Bond Consultant, Tara Sullivan, was introduced to talk about what the district can do pre-bond decision and what the district can do once a decision is made:

- Talk to constituents
- Determine what the bond will look like
- Fifty-five% vote requirement also requires that some of that be written into the bond language
- Develop a communication piece to all voters about the board's decision, what the problems are, be transparent; consensus will be the base of the address
- Visit groups
- Imperative for board to move along; consensus on the board is preferable; give direction as to where the money will go
- Final date for placement on November ballot is August 10
- Make decisions far ahead so there is time to talk to the community why this is best
- Every voter is aware the economy is not currently going well; Marin has historically supported education
- Campaign begins when bond language is decided
- Be visible

- Voters with no relation to school outnumber families with children attending school here
- Prepare a mailing to voters in tandem with visiting community organizations
- Visit a good cross-representation of the district
- Presidential election ensures high voter turnout
- Educate public as to the need and what the solution is.

Forrest Corson, Director of Maintenance and Operations, gave a Power Point presentation titled, Bond Project List, which included:

- Proposed projects for 630 Nevada Street
- Proposed projects for 200 Phillips Drive
- Proposed projects District Wide (Bus and Maintenance Yard)
- Bonding Capacity
- Estimated Tax per \$100,000 of Assessed Value

REPORTS

Newmeyer/Benjamin/all to amend the agenda to remove Items 12-15

Principal Jonnette Newton showed a video of SMC children learning, field trips, classroom visitors, outdoor education, music education, athletics, sportsmanship, Student Council, competitions, shopping at a local farmers' market and mosaic camp.

PROVIDE SAFE, HEALTHY, POSITIVE LEARNING ENVIRONMENTS

After School Program Report – Year End

MLK Assistant Principal, Sandie Spoering, reported that Study Island was introduced in the 2011/2012 school year. At year-end, a proposal is being considered to weave academic intervention through the school day and have a later end time at MLK. It has proven more successful to have academic intervention throughout the day rather than after school.

Trustee Benjamin registered her disappointment that community members had not stayed to hear all the positive things going on in the schools.

Required Update to Tobacco Free Schools and Tobacco Policies

M/s/c Trotter/Benjamin/all to approve the revised Board Policy/Administrative Regulations 3513.3-Tobacco-Free Schools and Board Policy 5131.62-Tobacco

MAINTAIN SOUND FISCAL DISCIPLINE AND OPERATIONS

District Budget 2012/2013: Governor's May Revise Proposals and District Multi-Year Projections

Business Manager, Paula Rigney, reported that due to the lateness of the hour and because the budget continues to be revised daily, discussion will be deferred until the special board meeting on May 31.

Willow Creek Academy 2012/2013 Preliminary Budget

Due to the lateness of the hour, WCA Treasurer, Clark Warden, reported that the preliminary budget continues to be revised and will be ready for discussion in June.

CONSENT AGENDA

M/s/c- Roll Call Trotter/Benjamin/ Ayes 5 Noes 0 to approve the consent agenda:

- Consolidation of Election: Approval of Resolution #661 proposing an election be held in its jurisdiction; requesting the Board of Supervisors to consolidate with any other election conducted on November 6, 2012; and requesting election services by the registrar of voters.
- Minutes of the regular meeting of April 19, 2012
- Minutes of the special meeting of April 21, 2012
- Minutes of the special meeting of April 26, 2012
- Minutes of the special meeting of May 10, 2012
- Minutes of the special meeting of May 16, 2012
- Payments of Warrants
- Extension of Agreement of Participating School Districts in Marin Re: Interdistrict Attendance Agreements
- Marin Schools Insurance Authority (MSIA) Joint Powers Authority (JPA) Agreement
- County Wide Expulsion Plan 2012

ADJOURNMENT

M/s/c Thornton/Ziegler/all to adjourn at 9:05p.m.

Signature/Date

Title

FUTURE BOARD AGENDA ITEMS

Consolidated Application Part 1

Authorizations to Sign

Strategic Priorities Review

SAVE THE DATES

Future District Meeting Dates

All meetings are held at the District Office, 200 Phillips Drive, Marin City at 7:00 p.m. unless otherwise noted. *The first meeting date of each month will be allocated to additional special meetings on facilities issues, special meetings, community forum, etc. as needed. The only or second meeting date of each month will be allocated to regular board meetings.

2011/2012 School Year

June 14 Two meetings in June

June 28

2012/2013 School Year

July 26 One July meeting due to Summer Break

August 9*

August 23

September 13*

September 27

October 11*

October 25

November 15 Third Thursday; one November meeting due to Holidays

December 6*	First Thursday due to Holidays
December 13	Second Thursday due to Holidays
January 10*	
January 24	
February 14*	
February 28	
March 14*	
March 28	
April 18*	Third Thursday due to Spring Recess
April 25	
May 09*	
May 23	
June 13	Two meetings in June
June 27	

Future Charter School Board Meeting Dates

Meetings are open to the public and generally held on the school campus, 33 Buchanan Street, Sausalito. With the exception of the December meeting, meetings are held on the 3rd Wednesday of the month at 6:30 p.m.

June 20

Upcoming Dates and Important Events

Please visit the District website www.smdsd.org

**SAUSALITO MARIN CITY SCHOOL DISTRICT
SPECIAL BOARD MEETING MINUTES
May 31, 2012**

ATTENDANCE

Board Members: Thomas Newmeyer, William Ziegler, Karen Benjamin
Shirley Thornton, Ed. D., Mark Trotter
Superintendent: Valerie Pitts, Ed. D.

President Thomas Newmeyer called the meeting to order at 6:15 p.m.

M/s/c Thornton/Newmeyer/all to amend the agenda as follows: Move Appointment of Board Liaison(s) to Marin City and Sausalito ahead of Board Policy on Equity – First Reading, and approve the remaining agenda order.

OPEN SESSION

Public Comment

Alex Frankel, neighbor to the old district office at the corner of Nevada and Buchanan in Sausalito, addressed the board to request more information about the district's rental of the former district office to a preschool and its impact on neighbors. Mr Frankel expressed disappointment that no letter had come from the district to residents adjacent to this property regarding the impending changes. Superintendent Pitts will contact Mr. Frankel.

Robert Fisher, Marin City resident, asked on behalf of several Marin City homeowners, how will Marin City benefit from a bond? Mr. Fisher proposed that the district consider using a portion of bond funds to contribute a new bridge to the proposed new gym at CSD, which is currently in negotiations.

Ray Menaster, Marin City resident, encouraged the district to include African American studies in its curriculum to expose students to those who have achieved and excelled among African Americans.

Superintendent Pitts introduced Mr. Daniel Norbutas, new chief Academic Officer and Principal at Martin Luther King, Jr. Academy. Welcome Mr. Norbutas!

Superintendent Pitts reported that really wonderful meetings had taken place throughout the day, all in the spirit of doing what is best for the district's children.

Superintendent Pitts shared that conversation of 'what could be', begins with conversation of what our guiding principles are. She introduced Ms. Victoria Bergsagel, Architects of Achievement, who works closely with architects to help districts around the country realize a vision. Ms. Bergsagle gave an overview of the meeting she had facilitated, which focused on developing principles to guide design and decisions.

Superintendent Pitts talked about where we go with this relative to bond. There has been a lot of talk about a comprehensive education program. Guiding principles and program help address facilities needed to address the educational program. The exercise is essential to the development of the bond

language. The board wants to conduct a larger community discussion before board action on a bond; a list of bond projects is needed no later than July 15.

Trustee Thornton recommended building in benchmarks and steps that keep the district focused on what it is trying to accomplish in terms of program plus building.

Superintendent Pitts noted that the A Team has expanded components of the education program, which will come before the board in a couple weeks' time.

President Newmeyer noted that he has been hearing a lot of the same things in Marin City and Sausalito. Trust is an issue; people want to be heard. The board wants to hear what everybody needs or wants; the board does not want anyone to feel they are not being heard.

Trustee Thornton voiced that she does not like the idea of two communities. President Newmeyer pointed out that today's meetings were almost exclusively about Marin City.

Trustee Trotter stated that he has been reluctant to pursue a bond measure (it is a distraction from education); however, the district does need funds for facilities. With revenues down, a growing charter encroachment, special programs the district wants to have, should the board be considering a parcel tax? Would a bond 'poison the well' for a parcel tax? Mr. Trotter stated he doesn't see how the district will do all it wants to do in the next five years, educationally, and believes that the board should stay focused on education choices.

Superintendent Pitts responded that the fiscal piece must come into play; the district cannot sustain the two schools. She explained the current need for staffing two schools for 120 children; travel time for those who must cover both sites, burnout. The district needs comprehensive education programs at both schools to be competitive with other Marin districts. The existing MLK campus does not support a robust program; upgrades are needed.

Trustee Benjamin noted that a year of study sessions and discussion led the board to the International Baccalaureate Program. Funding is needed for that in addition to funding to sustain the campuses; a language program is also needed to be community competitive.

Zahra Arbelo, Willow Creek Academy parent, stated that more needs to be done to address the curriculum and enrichment needs of WCA students. Trustee Thornton clarified that the district board has no authority over academic program choices for WCA. Ms. Arbelo was advised to contact the WCA board and staff regarding her concerns. Trustee Ziegler added that there should be conversation between both boards; every child is our business.

Jeff Knowles, WCA board member, assured the board that WCA wants to be part of facilities conversations.

Robert Fisher asked how the board plans to do community outreach in a short span of time. Superintendent Pitts responded that the Sausalito City Council would be addressed on June 12; President Newmeyer will meet soon with Marin City Community Services District (CSD). The board wants to hold a town hall meeting in the next three to four weeks in an evening or on a Saturday; flyers will be distributed. Mr. Fisher offered to assist with a contact for television channel 26.

Terrie Green looks forward to enrollment growth in Marin City too; consideration of five additional classrooms seems to be too few; she is in touch with taxpayers in Marin City who have recommendations to make. Ms. Green hopes this plan is really about openness, collaboration and team playing.

Someone suggested hosting 94965 town hall meetings that aren't exclusive to Sausalito or Marin City, where anyone can attend any meeting.

Terrie Green asked when the next discussion of structure would take place, where options and affordability would be discussed. Superintendent Pitts responded that today's discussions will enable architects to create some scenarios –the process is three-fold: what is program, what facilities do we need for program and what are the costs?

Terrie Green wondered if the board should find out how much taxpayers would be willing to pay. The board had made an earlier decision not to pursue a survey due to the cost, estimated at \$15,000.

Trustee Benjamin recommended the board's plan be prepared for presentation.

Zahra Arbelo offered to provide additional suggestions for community outreach.

Superintendent Pitts asked the board whether they had any remaining questions regarding program; there were none.

Superintendent Pitts is working on a newsletter but encouraged everyone to visit the district website which already holds a lot of information.

Trustee Trotter suggested the presentation should be about proposing program and structure; address education needs and achievement gap first, leading up to discussion of a bond measure. He is willing to work on this with Superintendent Pitts.

Trustee Thornton sees the issues as fiscal and the issue of how to educate children in a diverse world. Trustee Trotter shares these concerns; how can it be done? He likes IB but dislikes the idea of segregated campuses. How the district will proactively address the achievement gap and isolation is still a concern to him.

Robert Fisher suggested accessing email lists from local organizations to expand outreach to the community's voters.

Superintendent Pitts asked if the board was comfortable conceptually for her to proceed with outreach. Her approach would be to say what the board is considering.

Alexis Wise did not think there would be enough time for outreach in Marin City due to the fact that many people do not have technology and could not be contacted via voice message or email. She encouraged the board to focus on solidifying its education program.

RACE AND ISOLATION

The Board reviewed sample policy statements on equity from 1) Castro Valley Unified School District, 2) Evanston, Indiana, 3) Juneau (Alaska) School District, 4) Burlington, Iowa Community School District and 5) Portland (Oregon) Public Schools.

Trustee Trotter thought it advantageous to know which have been successful.

Trustee Thornton cares about true commitment and that there are guarantees. There should be a rubric with benchmarks. There should be an ombudsman (not a board member) built into budget.

Trustee Trotter would like to incorporate equity into the education program.

Trustee Benjamin emphasized that the district is a multi-cultural environment, not just black and white.

Superintendent Pitts advised that teachers are committed to summer training and that staff and administration have been working with National Equity Project (NEP) this entire school year.

Superintendent Pitts will prepare an equity policy with administrative regulations for a first reading. The administrative regulations will address specifics as requested by Trustee Ziegler.

Trustees Ziegler and Trotter wanted it noted that they are in absolute philosophical agreement on this!

Giselle Ferreti, a WCA parent, believes it is a parent's choice whether or not to be involved in the schools.

Jeff Knowles asked the board to think of an equity statement as something that affects WCA; the district has a responsibility to hold WCA to its charter. Trustee Benjamin: If our board adopts and then WCA adopts - great! We cannot direct them to do so. Trustee Trotter suggested the district board could encourage WCA in the next charter consideration.

Trustee Thornton brought up that the two boards have yet to have a discussion.

Fran Nelson thought the equity example from Portland was most specific. Trustee Thornton added that Portland has program for African American students.

FACILITIES

Study Session for Community Input on Facilities Bond and Grade Level Structure

There was no formal transition of the conversation begun with Race and Isolation to this topic.

GOVERNANCE

Appointment of Board Liaison(s) to Marin City and Sausalito

The Board discussed board liaisons to Marin City Community Services District, the Marin City Community Development Corporation and the Sausalito City Council.

M/s/c Trotter/Newmeyer/all to appoint Thomas Newmeyer liaison to Marin City Community Services District, Mark Trotter liaison to Marin City Community Development Corporation and Shirley Thornton to Sausalito City Council.

MAINTAIN SOUND FISCAL DISCIPLINE AND OPERATIONS

District Budget 2012/2013: Governor's May Revise Proposals and District Multi-Year Projections

Paula Rigney reviewed both the Budget Draft 2012/2013 per the Governor's May Revise and Budget Assumptions for Budget Draft 2012/2013.

Discussion

Trustee Trotter asked whether reserves are meant to get through times like this. Superintendent Pitts clarified that reserves are for much greater crisis.

Paula Rigney advised that:

- Districts overall are dropping reserves from an average of 16% to 7% for next year.
- Basic aid districts will be impacted; community funded districts represent about 10% of California school districts and generally are not included in discussion or in most verbiage regarding state wide proposals, budgets, etc.
- It is still unclear what the effect of a weighted pupil funding formula will be on basic aid districts.
- The budget will be impacted by having to provide services no longer provided by mental health services.
- Without a bond, a \$40,000 contribution toward deferred maintenance will not be enough to handle district wide needs.
- For school years 2012/2013, 2013/2014 and 2014/15, the district will be deficit budgeting if it continues with existing staff and structure.
- The district will actually be in worse shape if taxes pass due to a weighted pupil funding formula.
- One principal and two assistants will become two principals and one assistant next year.
- Efficiencies are being considered in detail.

Question: What should the supplement to Willow Creek Academy be?

Paula Rigney: It must be within a balanced budget; we are not balanced at this point. Does WCA fund raise? Do we cut staff to supplement WCA?

Superintendent Pitts: The district is looking at equity; we need to ramp up our program, then decide what supplement can be provided to WCA.

Superintendent Pitts: The increase in property taxes has not been seen in this district as in neighboring districts; a 1% property tax increase equals approximately \$60,000.

Trustee Thornton: We need to have the discussion of combining grade levels as opposed to cutting education program.

Trustee Trotter: The supplement to WCA has to be on the budget discussion table. Mr. Trotter then gave a history of the supplement, adding that the rationale for the supplement has changed over the years - what will we cut; what is sacred? He thanked everyone for straightforward and open budget discussion.

Question: What happens if WCA can't make the \$75,000 special education invoice payment?

Superintendent Pitts: The invoice has been paid by the district; we are in conversation about it; the district uses the formula used countywide.

Trustee Trotter: Apportionment is almost irrelevant; the district is mandated to provide services; kids get the service either way.

Trustee Benjamin: Sometimes to receive services, kids must enroll in public school; we could consider that.

Trustee Thornton: If you were paying the bill, you would look more at how services are rendered.

Comment: Review special education services to make it more fiscally sound.

Paula Rigney: The current budget for 2012/2013 supplemental funds allocates an amount of \$300,000; last year it was a \$328,000 supplemental grant to WCA.

ADJOURNMENT

M/s/c Trotter/Newmeyer/all to adjourn the meeting at 8:35 p.m.

Signature/Date

Title

**SAUSALITO MARIN CITY SCHOOL DISTRICT
BOARD MEETING MINUTES
June 14, 2012**

ATTENDANCE

Board Members: Thomas Newmeyer, William Ziegler, Mark Trotter, and
Karen Benjamin via teleconference
Shirley Thornton, Ed. D. arrived at 6:50 p.m.
Superintendent: Valerie Pitts, Ed. D.

President Thomas Newmeyer called the meeting to order at 6:15 p.m.

PERSONS WISHING TO ADDRESS THE BOARD PRIOR TO CLOSED SESSION

There was no public comment.

CLOSED SESSION

The Board and Superintendent convened closed session at 6:16 p.m.

RECONVENE TO OPEN SESSION

Open session reconvened at 7:08 p.m.

Report Out from Closed Session

President Newmeyer announced that there was no reportable action taken in closed session.

Pledge of Allegiance

Trustee Thornton led the Pledge of Allegiance.

Agenda Order

M/s/c Thornton/Newmeyer/all to approve the agenda order

PERSONS WISHING TO ADDRESS THE BOARD PRIOR TO OPEN SESSION

Kyla Gunderson addressed the board in support of Robin's Nest; the preschool's relocation is her reason to stay in this community. Ms. Gunderson is very excited to have Robin's Nest here.

Alice Nedere addressed the board in support of Robin's Nest for a public option for working parents who want to keep their children in schools near home.

RACE AND ISOLATION

Board Statement on Equity, Resolution #662 – First Reading

Superintendent Pitts presented a draft resolution that represents a commitment that, as a school district, we continue to focus on the achievement gap. A tool or rubric is being developed for presentation at a subsequent board meeting (early fall).

Discussion

- Trustees Thornton, Ziegler and Newmeyer recommended that resolution language in sections A – F and at the top of page 8 be revised to speak to academic need.

- Clark Warden recommended the statement be written in present tense as some board members have worked toward equity for years.
- Vickie Nichols and Ruth Nenabor suggested that important documents such as this be made available as handouts. Superintendent Pitts noted that the document is on the district website; she encouraged interested persons to email comments to her prior to the second reading.
- Trustees requested data to support draft resolution language, perhaps as an appendix.
- Trustee Benjamin will email suggestions for the draft rubric to the superintendent.

A second reading with revisions will be agendaized.

FACILITIES

Town Hall for Community Input on Facilities Bond and Grade Level Structure

Superintendent Pitts gave a power point presentation, titled Facilities Master Plan for Comprehensive Educational Program, that included information on:

- SMCSD Vision, Mission and Strategic Priorities
- Comprehensive Educational Program and Course Offerings
- Plans A and B
- Program Implementation Requirements (Rationale)
- Enrollment History and Projection
- Educational Facilities Specifications
- Facilities and Fiscal
- Facilities Needs/Deferred Maintenance/Wants and Totals
- Guiding Principles for Design
- Conceptual Plan for MLK from Community Input on June 12, 2012

Discussion

- Trustee Trotter: Do we have soil reports for construction site possibilities? We do not want to repeat the past experience of planning, then re-planning due to soil reports. Stan Clark: We are aware of that.
- Terrie Green: What do blue circles represent on the conceptual plan? Stan Clark: They represent ideas discussed at the meeting of June 12.
- Pam Dake: What is Plan B? Superintendent Pitts: The difference is in the funding and with a much reduced scope.
- Jonathan Leone: I have concerns about a Sausalito school and a Marin City school which may further divide two communities where much work has been done over the years to bring them together. The County Office of Education has been discussing a broader idea which may bring in Mill Valley. Superintendent Pitts: In any scenario, the district has deferred maintenance to address to maintain facilities. Additionally, the Annex and portables need to be removed and/or replaced.
- Trustee Thornton: Plan C was discussed on June 12; add that back for consideration. Superintendent Pitts: Plan C does not take away the need for a bond; Plan C is not sustainable right now. Our need right now is to plan beyond the 2012/2013 school year given the economic forecast.
- President Newmeyer: There is no single solution; there are a number of weighty issues.
- Trustee Ziegler: We cannot sustain three schools as they are with the cuts that are occurring.

- Trustee Thornton: If our mantra is that we are one district and that these are all our children, then live our mantra!
- Fran Nelson agreed on facilities needs but could not imagine where \$800,000 savings would come from and hates to see segregation perpetuated. Superintendent Pitts offered to provide savings information at the next meeting and explained that there are more possibilities if there are not two separate schools draining resources.
- Julius Holtzclaw recommended disseminating information in a variety of ways; not everyone has a computer. His recollection is that a prior board's original idea was that two K-5 schools (Bayside and Willow Creek Academy) would feed into one middle school. How do we support a charter school? The confusion continues - are we one district or are we Bayside/MLK?
- Orlando Lobo stated that he was frustrated by strategic representation; 50% of WCA's students are from Marin City; WCA is completely diversified; the original charter was for K-8. What is Plan C? Mr. Lobo opposes disrupting WCA.
- Terrie Green stated that over the years there has been talk of joining with Mill Valley; Ms. Green had attended the recent MCOE meeting on school district realignment. She believes children of both school districts would require preparation for such a change and that it should be removed from the table for now. She asked, in terms of Plan B, if a bond fails, what are we talking about?
- Trustee Thornton: We are talking about various ways, each with pros/cons; but in the end with what is best for all our children.
- Mark Pressman, financial advisor, presented updated information regarding tax rates, the estimated tax per \$100,000 of assessed value, existing debt service for general obligation bonds (election of 2004) and combined debt service with a proposed bond.
- Pam Dake asked how large the loan would be if Plan B is pursued? Superintendent Pitts replied that this is more about funding; present staffing cannot be sustained beyond next year.
- Trustee Ziegler asked how a load would be serviced. It would require detailed discussion.
- Trustee Thornton expressed concern that students will end up in Annex portables. Superintendent Pitts again clarified that the district has a problem staffing two schools; leaner staffing is an option.

REPORTS

Trustee Reports

Trustee Thornton reported that Superintendent Pitts gave a good presentation to the City of Sausalito; they were intrigued and are interested in more to come.

President Newmeyer reported the same with Marin City Community Services District; not everything was resolved but there had been good conversation.

Trustee Thornton reported that the Bayside step-up ceremony had been outstanding; Paula Hammons deserves kudos for the fourth grade; there was a wonderful turnout.

President Newmeyer reported attending the MLK promotion with Superintendent Pitts; attendance was twice what it has been in years past and included many teachers; it felt very positive; our team is doing a great job.

Trustee Thornton announced a going away party at Outback on June 23 for teacher, Natasha Griffin who is about to enter the Peace Corps. She will be missed.

Trustee Thornton announced that she herself is being inducted into Lakeview Hall of Fame in San Francisco.

Superintendent's Report

Superintendent Pitts thanked staff for a good graduation exercise.

Principal's Report

Principal Jonnette Newton reported that:

- Graduation events at Bayside and MLK were both successful
- Final Study Island benchmark results show academic growth at both schools through the year
- Every MLK student will participate in either academic and/or enrichment programs this summer
- Many Bayside students are going on summer trips
- Teachers have worked to align for next year and will attend IB training this summer
- The district has hosted a successful Restorative Justice training for community organizations.

Trustee Thornton: Can we assess students' growth over summer to know if the various programs are benefiting them and to determine modification for the following year? Superintendent Pitts: All program providers are providing data.

Trustee Thornton: Are incoming kindergarteners being assessed? Jonnette Newton: A Kinder Sneak Peak is scheduled for Saturday, June 23; each student will be assessed at that time.

Trustee Trotter: How is each organization's assessment selected; do they select their own? It would be helpful if assessments were coordinated, perhaps all organizations using the same method. Superintendent Pitts will discuss this suggestion at the next After School Providers meeting.

WCA Head of School's Report

Head of School, Carol Cooper, reported that

- Crossing the Bridge K-7 had been the best ever
- Eighth grade graduation held at the Bay Model was also the best ever
- At least half WCA's graduates have attended since kindergarten or first grade; the majority will attend Tamalpais and Redwood high schools.
- Students planned graduation as part of project-based learning.

Trustee Trotter asked for information about the number of WCA students in summer programs. Ms. Cooper will report back.

ENSURE THAT ALL STUDENTS WITHIN SMCSO REACH HIGH LEVELS OF ACHIEVEMENT

Instructional Minutes and Bell Schedule 2012/2013 School Year

Superintendent Pitts reviewed the proposed instructional minutes and bell schedules.

M/s/c Trotter/Thornton/all to approve instructional minutes and bell schedules for the 2012/2013 school year

PROVIDE SAFE, HEALTHY, POSITIVE LEARNING ENVIRONMENTS

District Health Services

Superintendent Pitts reviewed a report prepared by School Nurse, Lenora Kwok, regarding services provided to students during the 2011/2012 school year at all three district schools.

MAINTAIN SOUND FISCAL DISCIPLINE AND OPERATIONS

District Budget 2012/2013

Business Manager, Paula Rigney, continued discussion of the 2012/2013 preliminary budget with a brief Power Point presentation titled SMCS D Common Message Budget 2012/2013:

- MCOE Budget Guidance 2012/2013
- Common Message.

The state budget should be approved on June 15.

Discussion

- President Newmeyer: Can we ever build enough reserves?
- Superintendent Pitts: That is why we are looking at consolidation; it's being forced on us.
- Trustee Trotter: If we merge with Mill Valley, what happens to our tax revenue? We would need a full study of that.

ATTRACT, RETAIN AND INSPIRE HIGHLY QUALIFIED STAFF

Staffing and Enrollment

Superintendent Pitts reviewed that Bayside's kindergarten enrollment has increased to 23 in process and that WCA's kindergarten enrollment has doubled. Proposed class combinations would be determined by numbers of students. Trustee Thornton: We need to be looking outside the box. She requested a side by side comparison of staffing and also to know what the district's responsibility is to the charter.

CONSENT AGENDA

M/s/c- Roll Call Newmeyer/Trotter/ Ayes 5 Noes 0 to approve the consent agenda: Authorizations to Sign on Behalf of the Governing Board for the 2012/2013 School Year, Resolutions #664, 665, 666, 667

ADJOURNMENT

M/s/c Thornton/Ziegler/all to adjourn.

Signature/Date

Title

FUTURE BOARD AGENDA ITEMS

Discussion and Possible Action on School Facilities Bond

Public Hearing: Categoricals Tier III

Resolution - State Categorical Funds/Implementing Flexibility Authorized by SBX3

Public Hearing: District Budget

Approve District Budget

Accept WCA Approved Budget

Resolution - Establishing Find Balance Policies (GASB 54)
Resolution - Temporary Transfer of Funds, Tax Anticipation (TAN)
Resolution - Budget Transfers to Permit Payment Obligations at Close of Year
WCA: Annual Supplemental Funding Agreement
WCA MOU: Finalize agreed upon changes (proposed in February each year [MOU 1.B.3] by July 1, if any
Transportation Report
School Site Safety Reports

SAVE THE DATES

Future District Meeting Dates

All meetings are held at the District Office, 200 Phillips Drive, Marin City at 7:00 p.m. unless otherwise noted. *The first meeting date of each month will be allocated to additional special meetings on facilities issues, special meetings, community forum, etc. as needed. The only or second meeting date of each month will be allocated to regular board meetings.

2011/2012 School Year

June 21 Special Meeting
June 28

2012/2013 School Year

July 10 Special Meeting
July 26
August 9*
August 23
September 13*
September 27
October 11*
October 25
November 15 Third Thursday; one November meeting due to Holidays
December 6* First Thursday due to Holidays
December 13 Second Thursday due to Holidays
January 10*
January 24
February 14*
February 28
March 14*
March 28
April 18* Third Thursday due to Spring Recess
April 25
May 09*
May 23
June 13 Two meetings in June
June 27

Future Charter School Board Meeting Dates

Meetings are open to the public and generally held on the school campus, 33 Buchanan Street, Sausalito. With the exception of the December meeting, meetings are held on the 3rd Wednesday of the month at 6:30 p.m.
June 20

Upcoming Dates and Important Events

Please visit the District website www.smcsd.org

**SAUSALITO MARIN CITY SCHOOL DISTRICT
SPECIAL BOARD MEETING MINUTES
June 21, 2012**

ATTENDANCE

Board Members: Thomas Newmeyer, William Ziegler, Karen Benjamin, Mark Trotter
and Shirley Thornton, Ed. D. listening via phone
Superintendent: Valerie Pitts, Ed. D.

President Thomas Newmeyer called the meeting to order at 6:15 p.m.

M/s/c Trotter/Benjamin/all to approve the agenda order

PERSONS WISHING TO ADDRESS THE BOARD PRIOR TO CLOSED SESSION

There was no public comment.

CLOSED SESSION

The Board and Superintendent went into closed session at 6:16 p.m.

RECONVENE TO OPEN SESSION

Open session was reconvened at 7:10 p.m.

President Newmeyer announced that there was no reportable action taken during closed session.

Trustee Benjamin led the Pledge of Allegiance.

PERSONS WISHING TO ADDRESS THE BOARD PRIOR TO OPEN SESSION

There was no public comment.

MAINTAIN SOUND FISCAL DISCIPLINE AND OPERATIONS

Public Hearing 2012/2013 State Categoricals – Tier III Program

President Newmeyer called the public hearing to order at 7:12 p.m. Superintendent Pitts explained the requirement for an annual public hearing prior to approval of 'flexing' categorical funds. There was no public comment.

Tier III Categorical Flexibility, Resolution #663

M/s/c Ziegler/Benjamin/Roll Call – Ayes 4 Noes 0 Absent 1 (Thornton for the purpose of voting) to approve Resolution #633, Tier III Categorical Flexibility

FACILITIES

Facilities Bond

Superintendent Pitts began with a Power Point presentation, titled Guiding Principles for 21st Century Facility Design, which included information on:

- Powerful Learning Experiences
- Powerful Learning Themes
- Fears and Hopes
- Social Costs of Inadequate Education
- The Price We Pay
- Schools as Centers of Community
- Classroom of the Future
- Designing for Achievement
- Tenets of Improv – Our Norms for Today
- Guiding Principles for Design
- Guiding Principles Workshop
- SMCS D Guiding Principles
- Needs Analysis, Bond Decisions and Process
- Conceptual Drawings.

Superintendent Pitts introduced consultant, Victoria Bergsagel of Architects of Achievement, who discussed in more detail:

- Schools as centers of community
- Fears and hopes in meeting the needs of the students
- Guiding principles for design workshops
- SMCS D guiding principles
- Site plan charrettes
- Combining ideas.

Superintendent Pitts introduced Mark Quattrocchi, Quattrocchi Kwok Architects, who discussed in more detail:

- A conceptual master plan
- Committee input and comments
- Approaches to transforming the campuses.

Victoria Bergsagel continued with discussion of:

- Needs, bond analysis, decisions and process
- Conceptual drawings
- The board's need for open conversation and input from all stake holders
- Community input at this meeting.

Before audience input on facilities bond needs, the board requested that Willow Creek Academy present its 2012/2013 preliminary budget.

MAINTAIN SOUND FISCAL DISCIPLINE AND OPERATIONS

District Budget 2012/2013

The District's presentation and discussion of its 2012/2013 Preliminary Budget was ultimately deferred to June 28 due to the lateness of the hour following other discussions.

Willow Creek Academy Budget 2012/2013

Clark Warden, Treasurer, presented an overview of the budget approved by the WCA board on June 20 and requested the district board's acceptance of it when board action is taken on June 28. Mr. Warden called on Jeff Knowles, WCA parent and board member, to give a Power Point presentation, titled Willow Creek Academy 2012/2013, which included information on:

- WCA has a Mission
- As part of SMCS D Community
- Core Initiatives Improve Outcomes
- While Supporting Diversity
- In a Diverse and Growing District
- Different Address but One Community
- WCA Success = District Growth
- WCA Supports the Majority of Students
- With a Fraction of the Funding
- Despite a Fraction of the Budget
- In a Relatively Well Off District
- WCA Has Proven Academic Success
- Thanks to a spirit of involvement and results
- WCA Has Asked for a Base Level Budget
- WCF will have to cover a \$280K gap
- Including Some Core Curriculum
- We hope the District will support WCA growth and will share local property tax revenue with WCA
- WCA's Budget is Minimal, Reasonable and Responsible
- The 2012/2013 Budget is NOT Sustainable
- We Need Your Help!

WCA Budget Discussion

Trustee Benjamin asked whether the textbooks WCA uses need to be improved upon. Carol Cooper responded that several math textbooks are being looked at as they relate to common core; WCA is also looking at adding iPads. Trustee Benjamin noted that WCA's budget for textbooks seems not to change over projected years. Ms. Cooper explained that WCA is trying to look at how to get along with less; iPads may help.

Trustee Benjamin asked whether there is a way to ensure WCA carefully screens students proposed for special education services or interventions. Tara Seekins, Assistant Head of School, reported that of all team assessments, half of the students tested required services. Trustee Benjamin recommended WCA seek ways to bring that number down.

Trustee Benjamin believes that WCA is getting good results for little money, comparatively speaking.

Trustee Trotter would like to see a proposal from WCA to close their achievement gap.

Two mothers each spoke in support of no cuts to special education which is helpful in their families.

Julius Holtzclaw believes that WCA is a wonderful charter school but that it should not continue to come to the district requesting funds beyond what is required. Mr. Holtzclaw believes that WCA parents need a greater understanding of what it means to fund a charter. He also pointed out Bayside's reputation as a safe school, that it too has earned a distinguished school designation and has much to offer.

Orlando Lobo clarified that WCA is a public school.

Another mother believes WCA is an incredible school and asked for support of its budget.

Paul Maury asked whether trustees have a strategy to market these ideas to the community, including those who do not have children in the school system.

Someone asked what could be done to close the gap of the average spent per student between the charter (\$8,000) and the district (\$22,000).

Alexis Wise complimented the work of WCA. She asked why the gap is so wide – how can we come together to close it and dispense a comprehensive education equitably? 94965 should come together as one community; why is there such separateness here? I support MLK and Bayside too. [WCA parents,] come more often so we can work together now; our children are all going to be together one day.

A mother credited WCA for keeping her child out of special education. She feels confident that her children are getting the attention they need; the teachers are working the best they can with budget restrictions and many parents help in the classroom. Imagine what they could do with more than they're entitled to have.

Trustee Ziegler thanked everyone for attending and asked them to keep coming. He will do all he possibly can to see that WCA succeeds and gets all it needs. We have two campuses with major inefficiencies that we are working on; bear with us; support us on the bond issue; that will resolve the inefficiencies. WCA has advantages and can operate on less money. We don't have the success we should have for the dollars spent; WCA has helped us in that area. The budget and bond are complicated. We have your interest at stake along with everyone in the community.

Trustee Benjamin thanked everyone for their input; she expressed concern about the amount of funds WCA must raise on its own and that the budget requested may not be enough; you can only raise so much in funds in this economy. The per student funding differences and keeping teachers in this district also concern Trustee Benjamin.

President Newmeyer thanked everyone for coming out; he acknowledged that all schools are feeling pinched - local tax dollars are flat; Marin Community Foundation is cutting back approximately 20%; the state is giving 'Armageddon warnings' about the state budget - we are trying to do our best budgeting for a dire scenario. President Newmeyer does not like the per-pupil differences either but clarified that the district needs to provide certain things that WCA does not, plus the district is unionized. It hurts to see WCA have to rely so heavily on fundraising; he supports WCA's budget. He supports the programs for Bayside and MLK that the superintendent has been talking about. He will not support duplicate inefficiencies beyond the 2012/2013 school year. He strongly advocates for this bond; it is needed for every student in the district.

Continuation of Facilities Bond Discussion - Public Input

Victoria Bergsagel facilitated the discussion.

A woman acknowledged that she was not prepared tonight to give any feedback but posed several questions. When will the community be involved in discussion of what they want? Have presentations been made to the WCA board and Parent Council? What other public outreach is being done? Is there bond language written yet? When can we get more involved? There is a lot of negative feeling in this district about the prior bond; we need to know what we are supporting. Plan A of Valerie Pitts' presentation – where did that come from?

Phil Kerr spoke of the bond as opportunity we collectively don't want to lose to bring money into the district to improve facilities and take care of deferred maintenance. The key is in how the bond language is written; WCA has several persons who would be willing to work on that and protect the interests of WCA too. The priorities of the WCA board include:

- Facilities to accommodate growth; we will need a full campus
- Facilities for eating lunch
- Facilities for indoor athletics
- Deferred maintenance
- Retrofitting of some of the rooms.

The WCA board has a list of wants; meet with the WCA board and the Parent Council.

Jeff Knowles spoke of the need to see before voting on a bond how much, where and when money would be spent. WCA would want a commitment for a long term use of the campus; there are key priorities on each campus.

Julius Holtzclaw restated his understanding that when the charter school and bond came onto the scene, campuses were going to be K-5 with a shared middle school. He does not believe anyone has deliberately omitted WCA from joining the community.

Trustee Ziegler strongly disagreed with Mr. Holtzclaw about two campuses merging at the middle school level, stating that he was there when the bond was proposed by the district and rejected by WCA. He believes that having two K-5 schools feeding into one middle school is no more than an idea once discussed.

Superintendent Pitts explained that the district's board has been having conversations for quite some time at their monthly meetings. She acknowledged that having two boards is sometimes difficult. She encouraged people to come to board meetings as frequently as they can. The district is acutely aware of the times; most of the projects are laid out with projected costs. Design can continue beyond the passage of the bond. The district board has also been spending time on race and isolation, which is historical and which will continue. Bond language will include a project list; it will not include the details; the district must conform to the project list. The real decisions are: will bond language say we need to consolidate campuses or not; will it say what we want on each campus? This discussion has been going on many, many years and takes time.

Alexis Wise clarified that, as stated by Superintendent Pitts, race and isolation for Marin City has been added to the conversation of having a K-8 school in Marin City. Ms. Wise encouraged people to come to more meetings so they would not be surprised when they do come and to pass the word to others to come and support their district. Similar things are being heard from both campuses. Support your children and community. Ms. Wise thanked Superintendent Pitts and expressed her appreciation for the opportunity to come together.

Caroline Van Alst reported that she has been regularly been attending meetings and that she is encouraged by the workshops that include WCA parents.

A man recommended that the bond needs to be sold to persons who believe there is complete consensus on the board; he is still not feeling that with the SMCSD board.

PROVIDE SAFE, HEALTHY, POSITIVE LEARNING ENVIRONMENTS

School Site Safety Reports

Superintendent reviewed a report of dramatically decreased suspensions and no expulsions in the 2011/2012 school year. Restorative Justice training has been partially credited.

ADJOURNMENT

M/s/c Benjamin/Newmeyer/all to adjourn the meeting at 9:52 p.m.

Signature/Date

Title

**SAUSALITO MARIN CITY SCHOOL DISTRICT
BOARD MEETING MINUTES
June 28, 2012**

ATTENDANCE

Board Members: Thomas Newmeyer, William Ziegler, Mark Trotter,
Shirley Thornton, Ed. D. and Karen Benjamin
Superintendent: Valerie Pitts, Ed. D.

President Thomas Newmeyer called the meeting to order at 6:00 p.m.

M/s/c Thornton/Ziegler/all to approve the agenda order

PERSONS WISHING TO ADDRESS THE BOARD PRIOR TO CLOSED SESSION

There was no public comment.

CLOSED SESSION

The Board and Superintendent convened closed session at 6:01 p.m.

RECONVENE TO OPEN SESSION

Open session reconvened at 7:02 p.m.

Report Out from Closed Session

President Newmeyer announced that there was no reportable action taken in closed session.

Pledge of Allegiance

Trustee Ziegler led the Pledge of Allegiance.

PERSONS WISHING TO ADDRESS THE BOARD PRIOR TO OPEN SESSION

There was no public input.

MAINTAIN SOUND FISCAL DISCIPLINE AND OPERATIONS

Public Hearing: District Budget 2012/2013: 7:00 PM

President Newmeyer opened the public hearing at 7:04 pm. Superintendent Pitts announced that Governor Brown signed the state budget today. Due to the illness of Business Manager Paula Rigney, Superintendent Pitts gave a power point presentation, titled SMCS D 2012/2013 Budget Adoption Overview, which included information on:

- Revenue Limit vs. Basic Aid School District Funding
- Revenue Detail
- Total Revenues
- Revenues – Federal, State, Local
- Special Education Program Costs
- Expenditure Details

- Expenditures Combined Restricted and Unrestricted
- Revenue and Expenditure Summary
- SMCSD 10 Year Overview of Revenues and Expenditures
- Common Message

This year's budget is a worst case scenario; it anticipates a net decrease of \$195,956.

Superintendent Pitts next reviewed budget assumptions and multi-year projections. All documents have been posted on the district's website. Superintendent Pitts responded to President Newmeyer's questions about decreased budgets for non-capitalized equipment and travel.

There being no further public comment, the public hearing was closed at 7:30 p.m.

Approve District Budget 2012/2013

M/s/c/ Benjamin/Newmeyer/all to approve the District Budget for the 2012/2013 School Year

Trustee Trotter thanked Superintendent Pitts and Business Manager Rigney for holding the budget together under difficult circumstances. Superintendent Pitts showed SMCSO reductions.

President Newmeyer noted that the charter school has suffered as well; we need to begin next year's budget discussions in August inclusive of decreasing supplemental funding to Willow Creek Academy.

Resolution #668 - Establishing Fund Balance Policies (GASB 54)

M/s/c Trotter/Benjamin/Roll Call 5 Ayes 0 Noes to approve Resolution #668 - Establishing Fund Balance Policies (GASB 54)

Resolution #670 - Budget Transfers to Permit Payment Obligations at Close of Year

M/s/c Trotter/Benjamin/Roll Call 5 Ayes 0 Noes to approve Resolution #670 - Budget Transfers to Permit Payment Obligations at Close of Year

REPORTS

Trustee Reports

Trustee Benjamin requested the topic of preparing students for high school be placed on an upcoming agenda. It is important for 8th grade students and their parents. Consider joint MLK/WCA meetings about what it takes to get accepted into college; provide a checklist; include what portfolio one needs to get into free academies, what students need in classes, names of counselors and tutors, etc.

Superintendent's Report

Update on Robin's Nest and Playground Trees for Screening

Superintendent Pitts spoke of a recent community meeting with Robin's Nest staff and neighbors; neighbors want more protection from noise; an arborist will prescribe fast growing trees and/or screening suitable to the location.

Principal's Report

Principal, Jonnette Newton was away with other staff at an International Baccalaureate training and was unavailable to report.

Head of School's Report

Head of School, Carol Cooper had no report.

RACE AND ISOLATION

Board Statement on Equity, Resolution #662 – Second Reading

Trustee Ziegler thought that the statement of policy was promising; he recommended a board study session to continue the work, which Superintendent Pitts will schedule after test results are out.

Trustee Trotter thought the importance of the task should be a focus district wide.

FACILITIES

Town Hall for Community Input on Facilities Bond and Grade Level Structure

Victoria Bergsagel, Architects of Achievement, and Debra McGuire, Quattrocchi Kwok Architects, were introduced. Victoria Bergsagel reviewed guiding principles for design work that has been accomplished by committee to date. Debra McGuire discussed the group's feedback as a conceptual facilities plan; the solutions will evolve from the discussions. The conceptual plans today are not yet the solution.

Question - What is the status of Bayside campus; two schools/one? How do we plan without that answer? Ms. Bergsagel explained designing for flexibility and adaptability; there will be a number of scenarios to think through.

Ms. Bergsagel distributed a handout used during the afternoon's joint meeting of the A Team and Design Team, which asked participants to prioritize on a scale of 1 to 10 the needs and the wants. That data will be compiled for the next piece of planning.

Public Input

- Forrest Corson: Look at bigger maintenance yards.
- Julius Holtzclaw: Some of the facilities needs on our facilities needs wish list already exist; discuss sharing those spaces.
- Jeff Knowles: Don't we need a decision on schools before more planning? What is the decision on the bond going to be?
- Julius Holtzclaw: I would like to see conversation move from naming a campus to what the district needs for the campuses without specification of what school it will be for.
- Sue Krenek: I echo Julius Holtzclaw on planning for growth and for all three schools; the 'us versus them' is apparent; we need to plan holistically; look across all three schools to get to a plan to take to the community.

Facilities Master Plan and Bond

Superintendent Pitts observed that this has been a good process over the last several months; what we've heard is that we need to take more time, look at needs and do more planning. There is also a fiscal reality to consider. I believe strongly in a K-8 program. Consider with input heard and continue the process; there are many things we can consider for the Facilities Master Plan that we can present to the community.

Board Discussion

Trustee Benjamin: There is \$1.6M worth of deferred maintenance; we need a bond to cover that. Do we wait for a decision on what we want to do beyond deferred maintenance?

Trustee Thornton: We do not have consensus on direction - what we want to do.

Superintendent Pitts: For deferred maintenance, there may be other ways/recommendations that can keep us going the next of couple years. Keep setting aside money from general funds to take care of what must be done in the interim. I don't know that you can get where you need to be in time for the public to support a bond in November.

Trustee Benjamin: We are missing a golden opportunity in a presidential election year; I understand process but we have a limited amount of time; I am frustrated at this point.

Trustee Ziegler: I am frustrated as well. Everyone has their own piece but I don't see a program; the public has to pay for the resolution we come up with but we haven't resolved fundamental issues. It will take more time to get a concrete message to the public; all this work and we still don't have it together. It has to be one community because it is one bond. We haven't resolved segregation or K-8 yet. We can sell what we all agree upon.

Trustee Benjamin: Meeting location changes help bring in more people for community input but we're no closer than we were 2 years ago. We started planning with FSG – planning costs money.

Superintendent Pitts disagreed with Trustee Benjamin: We've continued the FSG work; it's just not over.

President Newmeyer: There are things that resonate with me: The Measure I bond did not get a positive reception; at every meeting, there is a new voice, someone who is hearing all of this for the first time; we don't have unanimity on this board; the bond is not the magic bullet. I don't like racial divide; we are facing a fiscal crisis; budgeting is brutal because all schools want to build really good programs but there is duplication. Everyone hears only negative intent; until that behavior changes, we aren't going to get there. We will continue to plan for the future; we are not moving for a bond in November.

There was no discussion or comment from either Trustee Thornton or Trustee Trotter.

CONSENT AGENDA

M/s/c Trotter /Thornton/Roll Call Ayes 5 Noes 0 to accept or approve:

- Willow Creek Academy Budget 2012/2013
- Payments of Warrants
- Personnel Action Report

Due to scheduling conflicts, the board and superintendent decided to forgo meetings in July unless unavoidable.

ADJOURNMENT

M/s/c Thornton/Trotter/all to adjourn the meeting

Signature/Date

Title

FUTURE BOARD AGENDA ITEMS

Enrollment and Facilities Update
Summer Facilities Update
Quarterly Report: Williams Act
Declaration of Need for Fully Qualified Educators

SAVE THE DATES

Future District Meeting Dates

All meetings are held at the District Office, 200 Phillips Drive, Marin City at 7:00 p.m. unless otherwise noted. *The first meeting date of each month will be allocated to additional special meetings on facilities issues, special meetings, community forum, etc. as needed. The only or second meeting date of each month will be allocated to regular board meetings.

July 10 & 26 Cancelled

August 9*

August 23

September 13*

September 27

October 11*

October 25

November 15 Third Thursday; one November meeting due to Holidays

December 6* First Thursday due to Holidays

December 13 Second Thursday due to Holidays

Future Charter School Board Meeting Dates

Meetings are open to the public and generally held on the school campus, 33 Buchanan Street, Sausalito. With the exception of the December meeting, meetings are held on the 3rd Wednesday of the month at 6:30 p.m.

To Be Determined

Sausalito Marin City School District

Payment of Warrants

8/23, 2012

Attached warrants include:

Batch 55 Fund 01 in the amount of \$143,071.82

FISCAL YEAR 12-13

Batch 01 Fund 01 in the amount of \$57,108.70

Batch 01 Fund 13 in the amount of \$2,168.99

Batches 2 and 3 were voided

Batch 04 Fund 01 in the amount of \$92,661.93

Batch 05 Fund 01 in the amount of \$121,033.40

Batch 06 Fund 01 in the amount of \$5,864.94

Batch 07 Fund 01 in the amount of \$119,509.49

Batch 07 Fund 14 in the amount of \$2,645.00

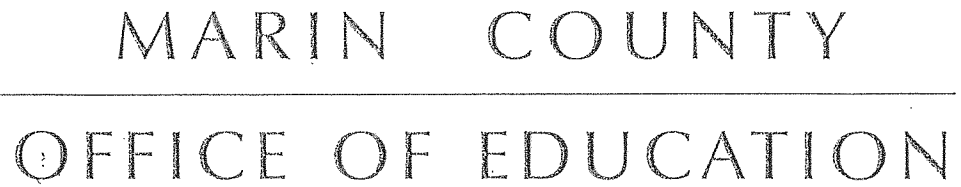
Batch 07 Fund 40 in the amount of \$13,903.03

Batch 08 Fund 01 in the amount of \$66,261.81

Batch 08 Fund 14 in the amount of \$16,393.32

Prepared by Vida Moattar

Sausalito Marin City School District Business Office



(415) 472-4110
FAX (415) 491-6625

Date 6/27/12

The Governing Board of the District named hereon hereby authorizes and directs payment of vendor payments in the total of \$ 143,071.82.

Authorized Signature

Paula Rignaz

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0055 GENERAL FUND
FUND : 01 GENERAL FUND

INVT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
02975541	070674/	BRUCE ABBOTT				
		PO-120296	1. 01-9479-0-5849.00-0000-2100-101-000-000	5/12		2,030.00
			WARRANT TOTAL			\$2,030.00
02975542	070691/	ARCHITECTS OF ACHIEVEMENT				
		PV-120496	01-9479-0-5849.00-0000-2100-101-000-000	05-12-11284		4,931.66
			WARRANT TOTAL			\$4,931.66
02975543	002896/	ARMOR LOCKSMITH				
		PV-120501	01-8150-0-4300.00-0000-8100-735-000-000	40881		426.45
			WARRANT TOTAL			\$426.45
02975544	070198/	ARROWHEAD				
		PO-120079	2. 01-0000-0-4300.00-0000-2700-100-000-000	6/12		37.62
			3. 01-0000-0-4300.00-0000-2700-101-000-000	6/12		15.30
			1. 01-0000-0-4300.00-0000-7200-725-000-000	6/12		18.30
			WARRANT TOTAL			\$71.22
02975545	000192/	AT&T				
		PO-120002	1. 01-0000-0-5970.00-0000-2700-000-000-000	234 343-6954 760 3		1,474.86
			WARRANT TOTAL			\$1,474.86
02975546	070329/	AT&T CALNET 2				
		PO-120001	2. 01-0000-0-5970.00-0000-7200-700-000-000	6/12		452.18
			WARRANT TOTAL			\$452.18
02975547	070420/	MARIKA BERGSUND				
		PV-120495	01-9471-0-4300.00-1110-1010-700-000-000	Reimb. Garden Supplies		546.48
			WARRANT TOTAL			\$546.48
02975548	070690/	AMELIA CORBETT GREEN				
		PV-120494	01-9471-0-4300.00-1110-1010-700-000-000	Reimb. Garden Supplies		391.34
			WARRANT TOTAL			\$391.34
02975549	070569/	FORREST CORSON				
		PV-120500	01-8150-0-4300.00-0000-8100-735-000-000	DMV Permit		66.00

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0055 GENERAL FUND
FUND : 01 GENERAL FUND

WT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
WARRANT TOTAL						\$66.00
02975550	070602/	EBS HEALTHCARE				
		PV-120490	01-6500-0-5800.00-5770-1190-700-000-000	221987		2,590.00
			WARRANT TOTAL			\$2,590.00
02975551	070263/	FEDEX				
		PV-120499	01-0000-0-4300.00-0000-7110-700-000-125	7-922-43684		62.23
			WARRANT TOTAL			\$62.23
02975552	000023/	GOODMAN BUILDING SUPPLY CO.				
		PV-120504	01-8150-0-4300.00-0000-8100-735-000-000	Due 7/11/12		80.00
			WARRANT TOTAL			\$80.00
02975553	000701/	HYDREX PEST CONTROL				
		PO-120133	1. 01-0000-0-5525.00-0000-8200-000-000-000	6/12		340.00
			WARRANT TOTAL			\$340.00
02975554	070624/	LARKSPUR CORTE MADERA SCHOOL				
		PV-120498	01-0000-0-4300.00-0000-7110-700-000-125	71		20.00
			WARRANT TOTAL			\$20.00
02975555	000506/	LOZANO SMITH				
		PV-120482	01-0000-0-5829.00-0000-7100-000-000-000	37180-2		1,769.16
			WARRANT TOTAL			\$1,769.16
02975556	000045/	MARIN COUNTY OFFICE OF EDUC				
		PO-120231	1. 01-0000-0-5840.00-0000-3120-700-000-000	121199		11,914.01
			1. 01-0000-0-5840.00-0000-3120-700-000-000	121203		2,703.72
		PV-120497	01-0000-0-4300.00-0000-7110-700-000-125	121232		20.44
			WARRANT TOTAL			\$14,638.17
02975557	000580/	MARIN COUNTY SHERIFF DEPART.				
		PV-120487	01-0000-0-5821.00-0000-7200-725-000-000	12421		20.00
			WARRANT TOTAL			\$20.00
02975558	070501/	MARIN HEAD START				
		PV-120493	01-9472-0-4300.00-0000-2495-100-000-000	53164-7, 53178		3,946.50

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0055 GENERAL FUND
FUND : 01 GENERAL FUND

INT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
			01-9472-0-4300.00-1110-1010-100-000-000	53164-7, 53178		120.00
			01-9472-0-5840.00-0000-2495-100-000-000	53164-7, 53178		325.00
			01-9472-0-5840.00-0000-2495-100-000-000	53164-7, 53178		997.50
			01-9472-0-5840.00-0000-2495-100-000-000	53164-7, 53178		840.00
			01-9472-0-5840.00-1110-1010-100-000-000	53164-7, 53178		8,663.36
			WARRANT TOTAL			\$14,892.36
02975559	070447/		MAXIM HEALTHCARE SERVICES			
		PV-120489	01-6500-0-5835.00-5770-1182-700-000-000	822140084		1,643.00
			WARRANT TOTAL			\$1,643.00
02975560	070689/		MOSAIC PROJECT			
		PV-120484	01-0000-0-4300.00-1110-1010-100-000-000	BAY-Curbks		80.00
			WARRANT TOTAL			\$80.00
02975561	070493/		OCCIDENTAL ARTS & ECOLOGY			
		PV-120486	01-9471-0-5840.00-1110-1010-700-000-000	School Garden Training		1,500.00
			WARRANT TOTAL			\$1,500.00
02975562	000058/		P G & E CO			
		PO-120000	1. 01-0000-0-5510.00-0000-8200-000-000-000	Due 7/6/12		770.93
		PV-120502	01-0000-0-5510.00-0000-8200-000-000-000	Due 7/9/12		2,853.73
			WARRANT TOTAL			\$3,624.66
02975563	000056/		PBI			
		PO-120008	1. 01-0000-0-5960.00-0000-7200-725-000-000	6820220-JN12		535.38
			WARRANT TOTAL			\$535.38
02975564	070645/		VALERIE PITTS			
		PV-120503	01-0000-0-4300.00-0000-7200-725-000-000	Reimb. Cabinet Meeting		67.61
			WARRANT TOTAL			\$67.61
02975565	070222/		PROTECTION ONE			
		PV-120505	01-8150-0-5600.00-0000-8110-735-000-000	88372210		320.00

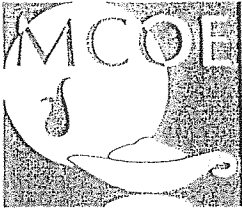
DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0055 GENERAL FUND

FUND : 01 GENERAL FUND

INT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
WARRANT TOTAL														\$320.00
02975566	070248/	REDWOOD CITY SCHOOL DISTRICT												
		PO-120256	1.	01-6500-0-5839.00-5770-1131-700-000-000								6274		4,001.24
WARRANT TOTAL														\$4,001.24
02975567	001105/	REGENTS OF UC												
		PO-120284	1.	01-1100-0-4300.00-1110-1010-700-000-000								MA00526		31.00
WARRANT TOTAL														\$31.00
02975568	000062/	REVOLVING CASH FUND												
		RC-120001		01-0000-0-5811.00-0000-7200-700-000-000								June 2012		69.00
WARRANT TOTAL														\$69.00
02975569	001206/	SHELL OIL CO.												
		PV-120491		01-0000-0-4301.00-0000-8110-735-000-000								65200669206		185.17
WARRANT TOTAL														\$185.17
02975570	001953/	SPECTRUM CENTER												
		PV-120485		01-6500-0-5833.00-5750-1185-700-000-000								93400, 93401		3,993.65
WARRANT TOTAL														\$3,993.65
02975571	002172/	WILLOW CREEK ACADEMY												
		PV-120488		01-0000-0-7299.00-0000-9200-103-000-000								June 2012 Supplemental		82,219.00
WARRANT TOTAL														\$82,219.00
*** FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS: 31										TOTAL AMOUNT OF WARRANTS:	\$143,071.82*	
*** BATCH	TOTALS ***	TOTAL NUMBER OF WARRANTS: 31										TOTAL AMOUNT OF WARRANTS:	\$143,071.82*	
*** DISTRICT	TOTALS ***	TOTAL NUMBER OF WARRANTS: 31										TOTAL AMOUNT OF WARRANTS:	\$143,071.82*	

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MARIN COUNTY

OFFICE OF EDUCATION

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MARY JANE BURKE
MARIN COUNTY
SUPERINTENDENT OF SCHOOLS

(415) 472-4110
FAX (415) 491-6625

VENDOR PAYMENT CERTIFICATION

Date 7/6/12

District Name Sausalito Marin City District No. 47

The Governing Board of the District named hereon hereby authorizes and directs payment of vendor payments in the total of \$ 59,277.69.

<u>FUND NUMBER</u>	<u>BATCH NUMBER</u>	<u>AMOUNT</u>
<u>01</u>	<u>1</u>	<u>57,108.70</u>
<u>13</u>	<u>1</u>	<u>2,168.99</u>

Authorized Signature *Paula Rigney*
7-6-12

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0001

FUND : 01 GENERAL FUND

ANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		AMOUNT
02976448	000609/	AMERICAN EXPRESS				
		CL-120011	01-9479-0-4300.00-1110-1010-101-000-000	Graduation		190.44
		CL-120012	01-7230-0-5840.00-0000-3600-700-000-000	Bus Driver Course		1,400.00
		CL-120013	01-0000-0-4300.00-0000-7110-725-000-000	Board Meetings		272.35
			WARRANT TOTAL			\$1,862.79
02976449	070358/	AT&T				
		CL-120004	01-0000-0-5970.00-0000-7200-700-000-000	6/12		31.23
			WARRANT TOTAL			\$31.23
02976450	070329/	AT&T CALNET 2				
		CL-120027	01-0000-0-5970.00-0000-2700-700-000-000	6/12		349.60
			WARRANT TOTAL			\$349.60
02976451	070694/	JULIE AUSLANDER				
		CL-120018	01-0000-0-5230.00-0000-2700-700-000-000	Mileage IB Training		224.40
			WARRANT TOTAL			\$224.40
02976452	070672/	ARACELI CASTANEDA				
		CL-120016	01-6500-0-5840.00-5770-7120-700-000-000	6/12		563.82
			WARRANT TOTAL			\$563.82
02976453	070690/	AMELIA CORBETT GREEN				
		CL-120028	01-9471-0-4300.00-1110-1010-700-000-000	Garden Purchases		448.89
			WARRANT TOTAL			\$448.89
02976454	070693/	DANIELLE DENTON				
		CL-120022	01-0000-0-5230.00-0000-2700-700-000-000	Mileage IB Training		221.10
			WARRANT TOTAL			\$221.10
02976455	002547/	DISCOVERY OFFICE SYSTEMS				
		CL-120029	01-0000-0-5605.00-0000-7200-725-000-000	6/12		200.11
			WARRANT TOTAL			\$200.11
02976456	002890/	LOUIS EDNEY				
		CL-120024	01-0000-0-5230.00-0000-2700-700-000-000	Mileage IB Training		218.67

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0001

FUND : 01 GENERAL FUND

ANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
WARRANT TOTAL															\$218.67
02976457	070026/	ELLEN FRANZ													
		CL-120020				01-0000-0-5230.00-0000-2700-700-000-000								Mileage IB Training	224.40
WARRANT TOTAL															\$224.40
02976458	070692/	JENNIE FUNG													
		CL-120023				01-0000-0-5230.00-0000-2700-700-000-000								Mileage IB Training	209.00
WARRANT TOTAL															\$209.00
02976459	001704/	HOME DEPOT													
		CL-120000				01-8150-0-4300.00-0000-8100-735-000-000								6/12	2.15
WARRANT TOTAL															\$2.15
02976460	000039/	KAISER FOUNDATION													
		PV-130004				01-0000-0-3402.00-0000-7110-700-000-000								16734-0001	543.43
						01-0000-0-9520.00-0000-0000-000-000-000								16734-0001	8,058.21
						01-0000-0-9520.00-0000-0000-000-000-000								578-0002	7,482.29
WARRANT TOTAL															\$16,083.93
C 461	000045/	MARIN COUNTY OFFICE OF EDUC													
		CL-120008				01-6500-0-5849.00-5001-2110-700-000-000								121258	5,000.49
		CL-120009				01-0000-0-5840.00-0000-7705-700-000-000								121259	1,895.25
WARRANT TOTAL															\$6,895.74
02976462	000117/	MARIN SCHOOLS JPA/VISION													
		PV-130003				01-0000-0-9520.00-0000-0000-000-000-000								7/12	396.30
WARRANT TOTAL															\$396.30
02976463	070447/	MAXIM HEALTHCARE SERVICES													
		CL-120002				01-6500-0-5835.00-5770-1182-700-000-000								6/12	1,590.00
WARRANT TOTAL															\$1,590.00
02976464	070655/	JAN MCDUGAL													
		CL-120021				01-0000-0-5230.00-0000-2700-700-000-000								Mileage IB Training	224.40
WARRANT TOTAL															\$224.40

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0001

FUND : 01 GENERAL FUND

ANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
02976465	001927/	MILL VALLEY SERVICES				
		CL-120010	01-9472-0-4300.00-1110-1010-100-000-000	76860		177.02
			WARRANT TOTAL			\$177.02
02976466	070107/	VIDA MOATTAR				
		CL-120005	01-0000-0-5230.00-0000-7300-725-000-000	6/12		25.96
			WARRANT TOTAL			\$25.96
02976467	000548/	MOLLIE STONE'S				
		CL-120006	01-0000-0-4300.00-0000-7200-725-000-000	6/12		19.98
			WARRANT TOTAL			\$19.98
02976468	000015/	MSIA DENTAL				
		PV-130002	01-0000-0-9520.00-0000-0000-000-000-000	7/12		3,534.85
			WARRANT TOTAL			\$3,534.85
02976469	070658/	NATIONAL EQUITY PROJECT				
		CL-120001	01-9479-0-5849.00-0000-2100-101-000-000	SSD-0612		9,425.00
			WARRANT TOTAL			\$9,425.00
02976470	070448/	JONNETTE NEWTON				
		CL-120017	01-0000-0-5230.00-0000-2700-700-000-000	Mileage IB Training		224.40
			WARRANT TOTAL			\$224.40
02976471	000058/	P G & E CO				
		CL-120003	01-0000-0-5510.00-0000-8200-000-000-000	6/12		2,959.73
			WARRANT TOTAL			\$2,959.73
02976472	000614/	JAMES SCULLION				
		CL-120025	01-0000-0-5230.00-0000-2700-700-000-000	Mileage IB Training		199.45
			WARRANT TOTAL			\$199.45
02976473	070406/	SILYCO				
		CL-120007	01-0000-0-5849.00-0000-2420-700-000-000	6/12		3,600.00
			WARRANT TOTAL			\$3,600.00
02976474	001953/	SPECTRUM CENTER				
		PV-130000	01-6500-0-5833.00-5750-1185-700-000-000	94141, 94142		5,819.96

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0001

FUND : 01 GENERAL FUND

ANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
WARRANT TOTAL														\$5,819.96
02976475	070200/	STANDARD INSURANCE COMPANY CB												
		PV-120248		01-0000-0-9520.00-0000-0000-000-000-000									7/12	349.15
				01-0000-0-9520.00-0000-0000-000-000-000									7/12	44.10
WARRANT TOTAL														\$393.25
02976476	070670/	CARI TREVOR												
		CL-120019		01-0000-0-5230.00-0000-2700-700-000-000									Mileage IB Training	224.40
WARRANT TOTAL														\$224.40
02976477	070525/	US BANCORP EQUIP. FINANCE INC												
		CL-120030		01-0000-0-5605.00-0000-7200-725-000-000									6/12	744.47
WARRANT TOTAL														\$744.47
02976478	000078/	WATERSTREET CO												
		CL-120026		01-8150-0-4300.00-0000-8100-735-000-000									6/12	13.70
WARRANT TOTAL														\$13.70
*** FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS: 31										TOTAL AMOUNT OF WARRANTS:	\$57,108.70*	

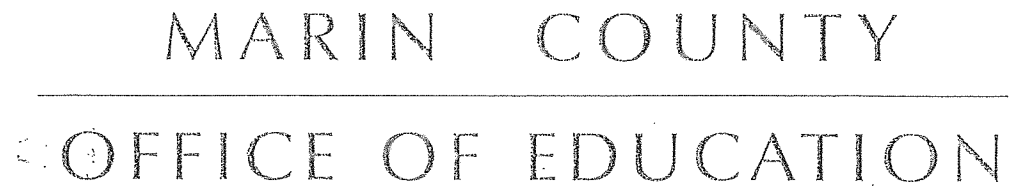
DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0001

FUND : 13 CAFETERIA FUND

ANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
02976479	070649/	REVOLUTION FOODS												
		CL-120014		13-5310-0-5840.00-0000-3700-100-000-000		6/12								1,681.79
		CL-120015		13-5310-0-5840.00-0000-3700-101-000-000		6/12								487.20
		WARRANT TOTAL												\$2,168.99
***	FUND	TOTALS ***				TOTAL NUMBER OF WARRANTS:	1						TOTAL AMOUNT OF WARRANTS:	\$2,168.99*
***	BATCH	TOTALS ***				TOTAL NUMBER OF WARRANTS:	32						TOTAL AMOUNT OF WARRANTS:	\$59,277.69*
***	DISTRICT	TOTALS ***				TOTAL NUMBER OF WARRANTS:	32						TOTAL AMOUNT OF WARRANTS:	\$59,277.69*

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(415) 472-4110
FAX (415) 491-6625

Date 7/11/12

District Name Sausalito Marin City District No. 47

The Governing Board of the District named hereon hereby authorizes and directs payment of vendor payments in the total of \$ 92,661.93.

[illegible]

Authorized Signature

Paula Rigney

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0004 GENERAL FUND
FUND : 01 GENERAL FUND

LN	NT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
2976741		070358/	AT&T													
			CL-120040		01-0000-0-5970.00-0000-7200-700-000-000									6/12		121.13
																\$121.13
2976742		001378/	BAY AREA COMMUNITY RESOURCES													
			CL-120033		01-3010-0-5840.00-0000-3110-700-000-000									Final payment		21,909.00
			CL-120034		01-0026-0-5840.00-0000-3110-700-000-000									Final payment		12,726.50
																\$34,635.50
2976743		002553/	LA DONNA BONNER													
			PV-130008		01-9472-0-5849.00-0000-2100-100-000-000									Summer Bridge		3,137.50
																\$3,137.50
2976744		002547/	DISCOVERY OFFICE SYSTEMS													
			CL-120037		01-0000-0-4300.00-1110-1010-100-000-000									5SE1114080		51.75
																\$51.75
2976745		001807/	EMPLOYMENT DEVELOPMENT DEPT.													
			CL-120031		01-0000-0-9515.00-0000-0000-000-000-000									Q2 2012 UI		10,402.45
																\$10,402.45
2976746		070657/	KCSOS													
			CL-120032		01-0000-0-5849.00-0000-7300-700-000-000									203232		8,343.19
																\$8,343.19
2976747		000034/	MARIN IJ													
			CL-120036		01-0000-0-5803.00-0000-7200-700-000-000									4460609		189.50
																\$189.50
2976748		070470/	MARIN RESOURCE RECOVERY CENTER													
			CL-120041		01-0000-0-5550.00-0000-8200-000-000-000									6/12		85.00
																\$85.00
2976749		070447/	MAXIM HEALTHCARE SERVICES													
			CL-120039		01-6500-0-5835.00-5770-1182-700-000-000									868540084		1,590.00
																\$1,590.00

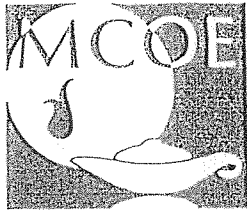
DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0004 GENERAL FUND

FUND : 01 GENERAL FUND

1	INT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
		REQ#	REFERENCE LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP		DESCRIPTION	
02976750		001927/	MILL VALLEY SERVICES				
			PV-130005	01-0000-0-4300.00-0000-7200-725-000-000		76906	62.62
				WARRANT TOTAL			\$62.62
02976751		070696/	ARNETTA MORGAN				
			PV-130007	01-9472-0-5849.00-0000-2100-100-000-000		Summer Bridge	2,440.00
				WARRANT TOTAL			\$2,440.00
02976752		070695/	NONPAREIL CONSTRUCTION				
			CL-120042	01-8150-0-6200.00-0000-8500-735-000-000		Ramp construction-Bayside	13,338.07
				WARRANT TOTAL			\$13,338.07
02976753		002402/	RENAISSANCE LEARNING INC				
			PO-130020	1. 01-1100-0-4300.00-1110-1010-100-000-000		Subscription Renewal	3,001.30
				WARRANT TOTAL			\$3,001.30
02976754		070514/	SCHOOL NURSE SUPPLY				
			PV-130006	01-0000-0-4300.00-1110-3140-101-000-000		398231	73.92
				WARRANT TOTAL			\$73.92
02976755		001811/	STATE OF CALIFORNIA				
			CL-120038	01-0000-0-5821.00-0000-7200-725-000-000		917268	64.00
				WARRANT TOTAL			\$64.00
02976756		002834/	TIMELY TRANSPORTATION				
			PO-130024	1. 01-7230-0-5840.00-1110-3600-700-000-000		Summer Transport.	4,883.00
				1. 01-7230-0-5840.00-1110-3600-700-000-000		Deposit	10,000.00
				WARRANT TOTAL			\$14,883.00
02976757		070677/	LYDIA TUVESON				
			CL-120035	01-6500-0-5835.00-5770-1182-700-000-000		04LT2011-12	243.00
				WARRANT TOTAL			\$243.00
*** FUND		TOTALS ***		TOTAL NUMBER OF WARRANTS:	17	TOTAL AMOUNT OF WARRANTS:	\$92,661.93*
*** BATCH		TOTALS ***		TOTAL NUMBER OF WARRANTS:	17	TOTAL AMOUNT OF WARRANTS:	\$92,661.93*
*** DISTRICT		TOTALS ***		TOTAL NUMBER OF WARRANTS:	17	TOTAL AMOUNT OF WARRANTS:	\$92,661.93*

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MARIN COUNTY OFFICE OF EDUCATION

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MARY JANE BURKE
MARIN COUNTY
SUPERINTENDENT OF SCHOOLS

(415) 472-4110
FAX (415) 491-6625

VENDOR PAYMENT CERTIFICATION

Date 7/18/12

District Name Sausalito Marin City District No. 47

The Governing Board of the District named hereon hereby authorizes and directs payment of vendor payments in the total of \$ 121,033.40.

<u>FUND NUMBER</u>	<u>BATCH NUMBER</u>	<u>AMOUNT</u>
<u>01</u>	<u>5</u>	<u>121,033.40</u>
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Authorized Signature Paula Rigney

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0005 GENERAL FUND
FUND : 01 GENERAL FUND

WT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
02977220	070198/	ARROWHEAD				
		CL-120048	01-0000-0-4300.00-0000-7200-725-000-000	6/12		54.00
			WARRANT TOTAL			\$54.00
02977221	070329/	AT&T CALNET 2				
		CL-120049	01-0000-0-5970.00-0000-2700-700-000-000	6/12		58.03
			WARRANT TOTAL			\$58.03
02977222	000045/	MARIN COUNTY OFFICE OF EDUC				
		CL-120043	01-0000-0-5840.00-0000-7705-700-000-000	121409		1,785.00
		CL-120044	01-6500-0-5849.00-5001-2110-700-000-000	121408		2,000.20
			WARRANT TOTAL			\$3,785.20
02977223	001019/	MARIN PUPIL TRANS. AGENCY				
		CL-120051	01-7230-0-5840.00-1110-3600-700-000-000	12-146		417.30
			WARRANT TOTAL			\$417.30
02977224	070447/	MAXIM HEALTHCARE SERVICES				
		CL-120047	01-6500-0-5835.00-5770-1182-700-000-000	881030084		1,590.00
			WARRANT TOTAL			\$1,590.00
02977225	001927/	MILL VALLEY SERVICES				
		PO-130038	1. 01-9479-0-4300.00-1110-1010-101-000-000	76981		280.51
		PO-130039	1. 01-9479-0-4300.00-1110-1010-101-000-000	76968, 76965		806.91
		PO-130055	1. 01-9479-0-4300.00-1110-1010-101-000-000	76969		1,998.32
			WARRANT TOTAL			\$3,085.74
02977226	000058/	P G & E CO				
		CL-120050	01-7230-0-4301.00-0000-3600-700-000-000	3085089005		58.13
			WARRANT TOTAL			\$58.13
02977227	070677/	LYDIA TUVESON				
		CL-120046	01-6500-0-5835.00-5770-1182-700-000-000	Re-issue lost check		162.00
			WARRANT TOTAL			\$162.00
02977228	002123/	UNION BANK PARS				
		PO-130016	1. 01-0000-0-3901.00-1110-1010-100-000-000	YJ-SRP10A		16,880.00

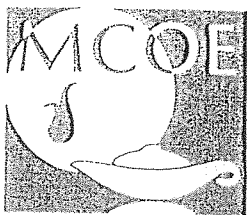
DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0005 GENERAL FUND

FUND : 01 GENERAL FUND

INT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
WARRANT TOTAL														\$16,880.00
02977229	002172/	WILLOW CREEK ACADEMY												
	CL-120045		01-0000-0-8096.00-0000-9200-103-000-000	July 2012 payment										94,943.00
WARRANT TOTAL														\$94,943.00
*** FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS: 10										TOTAL AMOUNT OF WARRANTS:	\$121,033.40*	
*** BATCH	TOTALS ***	TOTAL NUMBER OF WARRANTS: 10										TOTAL AMOUNT OF WARRANTS:	\$121,033.40*	
*** DISTRICT	TOTALS ***	TOTAL NUMBER OF WARRANTS: 10										TOTAL AMOUNT OF WARRANTS:	\$121,033.40*	

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MARIN COUNTY

OFFICE OF EDUCATION

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MARY JANE BURKE
MARIN COUNTY
SUPERINTENDENT OF SCHOOLS

(415) 472-4110
FAX (415) 491-6625

VENDOR PAYMENT CERTIFICATION

Date 7/20/12

District Name Sausalito Marin City District No. 47

The Governing Board of the District named hereon hereby authorizes and directs payment of vendor payments in the total of \$ 5864.94.

<u>FUND NUMBER</u>	<u>BATCH NUMBER</u>	<u>AMOUNT</u>
<u>01</u>	<u>6</u>	<u>5864.94</u>

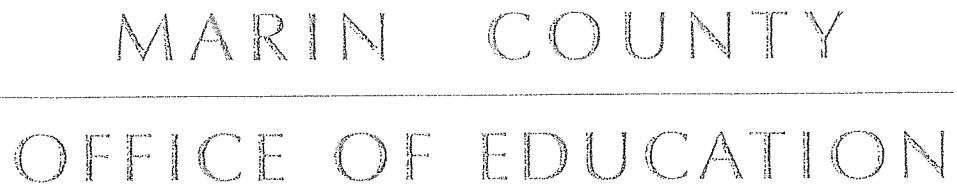
Authorized Signature

Paula Rigney

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0006 GENERAL FUND
FUND : 01 GENERAL FUND

INT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
02977441	002553/	LA DONNA BONNER												
		PV-130011		01-9472-0-4300.00-1110-1010-100-000-000									Summer Bridge supplies	208.96
				WARRANT TOTAL										\$208.96
02977442	070569/	FORREST CORSON												
		PV-130010		01-0000-0-4300.00-0000-8211-735-000-000									Staff. App. Lunch	73.00
				WARRANT TOTAL										\$73.00
02977443	070697/	REED'S TRAILER SALES												
		PO-130056	1.	01-8150-0-5600.00-0000-8110-735-000-000									Dump Trailer	5,486.40
				WARRANT TOTAL										\$5,486.40
02977444	070656/	PAULA RIGNEY												
		PV-130009		01-0000-0-5230.00-0000-7300-725-000-000									Reimb. Sac. Mileage	96.58
				WARRANT TOTAL										\$96.58
*** FUND	TOTALS ***			TOTAL NUMBER OF WARRANTS:		4		TOTAL AMOUNT OF WARRANTS:						\$5,864.94*
*** BATCH	TOTALS ***			TOTAL NUMBER OF WARRANTS:		4		TOTAL AMOUNT OF WARRANTS:						\$5,864.94*
*** DISTRICT	TOTALS ***			TOTAL NUMBER OF WARRANTS:		4		TOTAL AMOUNT OF WARRANTS:						\$5,864.94*

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(415) 472-4110
FAX (415) 491-6625

Date 7/25/12

The Governing Board of the District named hereon hereby authorizes and directs payment of vendor payments in the total of \$ 136,057.52.

Authorized Signature

Paula Rigney

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0007 GENERAL FUND

FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE										ABA NUM	ACCOUNT NUM	
	REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
02977776	000609/	AMERICAN EXPRESS													
		PV-130012			01-9479-0-4300.00-1110-1010-101-000-000									Books, Chairs, Uniforms	15,322.82
					WARRANT TOTAL										\$15,322.82
02977777	070067/	APPLE													
		PO-130058	1.		01-9479-0-4300.00-1110-1010-101-000-000									iPads-MLK	5,233.20
		PO-130059	1.		01-9479-0-4300.00-1110-1010-101-000-000									9157091268	5,233.20
		PO-130060	1.		01-9479-0-4300.00-1110-1010-101-000-000									9157091269	5,233.20
		PO-130061	1.		01-9479-0-4300.00-1110-1010-101-000-000									9156958943	5,233.20
		PO-130062	1.		01-9479-0-4300.00-1110-1010-101-000-000									9157762983	3,175.20
		PO-130063	1.		01-9479-0-4300.00-1110-1010-101-000-000									iPad carts	5,183.84
		PO-130090	1.		01-9479-0-4300.00-1110-1010-101-000-000									4 invoices-partial	2,337.75
					WARRANT TOTAL										\$31,629.59
02977778	001613/	ASSOC. OF CALIFORNIA SCHOOL													
		PO-130018	2.		01-0000-0-5300.00-0000-2700-700-000-000									12-13 membership Norbutas	1,323.00
					1. 01-9479-0-5300.00-0000-2700-100-000-000									12-13 membership Newton	1,008.00
					WARRANT TOTAL										\$2,331.00
02977779	002550/	ASSOCIATED VALUATION SERVICES													
		PO-130005	1.		01-0000-0-5849.00-0000-7200-700-000-000									3831	240.50
					WARRANT TOTAL										\$240.50
02977780	000192/	AT&T													
		PO-130002	1.		01-0000-0-5970.00-0000-2700-000-000-000									7/12	1,480.64
					WARRANT TOTAL										\$1,480.64
02977781	070329/	AT&T CALNET 2													
		CL-120052			01-0000-0-5970.00-0000-2700-700-000-000									6/12	449.20
					WARRANT TOTAL										\$449.20
02977782	000006/	BAY CITIES REFUSE INC													
		PO-130007	1.		01-0000-0-5550.00-0000-8200-000-000-000									7/12	2,413.25

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0007 GENERAL FUND

FUND : 01 GENERAL FUND

I.	INT	VENDOR/ADDR REQ#	NAME (REMIT)		DEPOSIT TYPE							ABA NUM	ACCOUNT NUM	AMOUNT
			REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	

WARRANT TOTAL														\$2,413.25
02977783	070308/		CDW-G											
			PO-130023	1.	01-9479-0-4300.00-1110-1010-101-000-000								N099532	803.52
			PO-130088	1.	01-9479-0-4300.00-1110-1010-101-000-000								IT supplies-MLK	3,818.42
			PO-130092	1.	01-9479-0-4300.00-1110-1010-101-000-000								Art Instruction	5,591.49
			PO-130095	1.	01-9479-0-4300.00-1110-1010-101-000-000								Projectors	4,492.02
WARRANT TOTAL														\$14,705.45
02977784	002711/		CSBA C/O WESTAMERICA BANK											
			PO-130013	1.	01-0000-0-5300.00-0000-7110-725-000-000								100428-13	4,991.00
			PO-130014	1.	01-0000-0-5840.00-0000-2420-700-000-000								100428-13 Gamut, Maint.	2,725.00
WARRANT TOTAL														\$7,716.00
02977785	000394/		DELTA EDUCATION											
			PO-130037	1.	01-1100-0-4300.00-1110-1010-101-000-000								202500898425	261.27
WARRANT TOTAL														\$261.27
02977786	002898/		EAGLE SOFTWARE											
			PO-130033	1.	01-0000-0-5840.00-0000-7205-000-000-000								M&S-865	4,800.00
WARRANT TOTAL														\$4,800.00
02977787	000700/		ELECTRIX											
			PV-130016		01-8150-0-5600.00-0000-8110-735-000-000								17104	344.35
WARRANT TOTAL														\$344.35
02977788	002345/		EMPIRE ELEVATOR CO INC											
			PO-130012	1.	01-8150-0-5600.00-0000-8110-735-000-000								71941	114.40
WARRANT TOTAL														\$114.40
02977789	002757/		EPS											
			PO-130040	1.	01-1100-0-4300.00-1110-1010-101-000-000								10662206	179.74
WARRANT TOTAL														\$179.74
02977790	000022/		FOLLETT SOFTWARE COMPANY											
			PO-130006	1.	01-0000-0-4300.00-1150-2420-700-000-000								1007738	2,038.02

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0007 GENERAL FUND
FUND : 01 GENERAL FUND

WARRANT	NT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
		REQ#	REFERENCE LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP		DESCRIPTION	
WARRANT TOTAL							\$2,038.02
02977791		070389/	ED GURKA				
			PV-130018	01-8150-0-5600.00-0000-8111-735-000-000	33		385.00
WARRANT TOTAL							\$385.00
02977792		070633/	HARRIS COMPUTER SYSTEMS				
			PV-130014	01-9479-0-4300.00-1110-1010-101-000-000	MN0001358		592.80
WARRANT TOTAL							\$592.80
02977793		070653/	KENTFIELD OCCUPATIONAL				
			PV-130015	01-7230-0-5840.00-0000-3600-700-000-000	500542		111.00
WARRANT TOTAL							\$111.00
02977794		000506/	LOZANO SMITH				
			PO-130073	1. 01-0000-0-5829.00-0000-7100-000-000-000	38183-4		13,002.74
WARRANT TOTAL							\$13,002.74
02977795		070655/	JAN MCDUGAL				
			PV-130013	01-9479-0-4300.00-1110-1010-101-000-000	Reimb. Books & supplies		104.73
WARRANT TOTAL							\$104.73
02977796		001927/	MILL VALLEY SERVICES				
			PO-130066	1. 01-9479-0-4300.00-1110-1010-101-000-000	76998		2,492.26
			PO-130081	1. 01-0000-0-4300.00-0000-7200-725-000-000	77001		293.34
			PO-130089	1. 01-9479-0-4300.00-1110-1010-101-000-000	77028I		66.48
			PO-130093	1. 01-9479-0-4300.00-1110-1010-101-000-000	77048		4,670.35
WARRANT TOTAL							\$7,522.43
02977797		070695/	NONPAREIL CONSTRUCTION				
			PV-130017	01-8150-0-5600.00-0000-8110-735-000-000	Openings on 3 interior walls		4,600.25
WARRANT TOTAL							\$4,600.25
02977798		000444/	NSBA				
			PO-130015	1. 01-0000-0-5300.00-0000-7110-725-000-000	134751		1,650.00
WARRANT TOTAL							\$1,650.00

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0007 GENERAL FUND

FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
02977799	000058/	P G & E CO												
		CL-120053		01-0000-0-5510.00-0000-8200-000-000-000									6/12	554.98
													WARRANT TOTAL	\$554.98
02977800	070222/	PROTECTION ONE												
		PO-130004	1.	01-0000-0-5840.00-0000-8300-100-000-000									7/12	65.65
			1.	01-0000-0-5840.00-0000-8300-100-000-000									8/12	65.65
			2.	01-0000-0-5840.00-0000-8300-101-000-000									7/12	575.19
			2.	01-0000-0-5840.00-0000-8300-101-000-000									8/12	575.19
			3.	01-0000-0-5840.00-0000-8300-103-000-000									7/12	103.29
			3.	01-0000-0-5840.00-0000-8300-103-000-000									8/12	103.29
													WARRANT TOTAL	\$1,488.26
02977801	070406/	SILYCO												
		PV-130019		01-9479-0-4300.00-1110-1010-101-000-000									DOCSTAND	1,000.00
													WARRANT TOTAL	\$1,000.00
02977802	002545/	SONITROL												
		PO-130019	1.	01-0000-0-5840.00-0000-8300-101-000-000									1212331	1,563.15
													WARRANT TOTAL	\$1,563.15
02977803	000082/	STATE BOARD OF EQUALIZATION												
		CL-120054		01-0000-0-4300.00-1110-1010-100-000-000									11-12 use tax	8.87
		CL-120055		01-1100-0-4300.00-1110-1010-101-000-000									11-12 use tax	116.56
		CL-120056		01-6300-0-4300.00-1110-1010-100-000-000									11-12 use tax	11.82
		CL-120057		01-9472-0-4300.00-1110-1010-100-000-000									11-12 use tax	21.18
		CL-120058		01-9476-0-4300.00-0000-2495-100-000-000									11-12 use tax	1,910.79
													WARRANT TOTAL	\$2,069.22
02977804	002062/	TRIUMPH LEARNING LLC												
		PO-130041	1.	01-1100-0-4300.00-1110-1010-101-000-000									891337	676.70
													WARRANT TOTAL	\$676.70

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0007 GENERAL FUND

FUND : 01 GENERAL FUND

ANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
02977805	070677/	LYDIA TUVESON												
		PO-130077	1.	01	6500	0-5835	00	5770	1182	700	000	000	01LT2012-13	162.00
													WARRANT TOTAL	\$162.00
*** FUND	TOTALS ***												TOTAL AMOUNT OF WARRANTS:	\$119,509.49*

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0007 GENERAL FUND
FUND : 14 DEFERRED MAINTENANCE FUND

ANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT									
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT	
02977806	001803/	DOTTO GLASS INC.													
		PO-130057	1.	14	0000	0	5600	00	0000	8110	735	000	000	216837	2,645.00
		WARRANT TOTAL													
															\$2,645.00
*** FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS: 1										TOTAL AMOUNT OF WARRANTS:	\$2,645.00*		

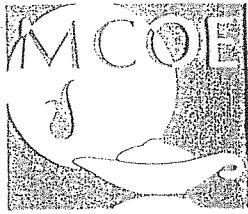
DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0007 GENERAL FUND

FUND : 40 SPECIAL RESERVE-CAP OUTLAY #1

ANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
02977807	070691/	ARCHITECTS OF ACHIEVEMENT												
		PO-130027	1.	40-0000-0-5807.00-0000-8500-700-000-000									06-12-11298	13,903.03
													WARRANT TOTAL	\$13,903.03
*** FUND	TOTALS ***					TOTAL NUMBER OF WARRANTS:	1						TOTAL AMOUNT OF WARRANTS:	\$13,903.03*
*** BATCH	TOTALS ***					TOTAL NUMBER OF WARRANTS:	32						TOTAL AMOUNT OF WARRANTS:	\$136,057.52*
*** DISTRICT	TOTALS ***					TOTAL NUMBER OF WARRANTS:	32						TOTAL AMOUNT OF WARRANTS:	\$136,057.52*

Printed: 07/27/2012 12:10:00



MARIN COUNTY

OFFICE OF EDUCATION

1111 LAS GALLINAS AVENUE/P.O. BOX 4925
SAN RAFAEL, CA 94913-4925
marincoe@marin.k12.ca.us

MARY JANE BURKE
MARIN COUNTY
SUPERINTENDENT OF SCHOOLS

(415) 472-4110
FAX (415) 491-6625

VENDOR PAYMENT CERTIFICATION

Date 8/1/12

District Name Sausalito Marin City District No. 47

The Governing Board of the District named hereon hereby authorizes and directs payment of vendor payments in the total of \$ 82,655.13.

<u>FUND NUMBER</u>	<u>BATCH NUMBER</u>	<u>AMOUNT</u>
<u>01</u>	<u>8</u>	<u>66,261.81</u>
<u>14</u>	<u>8</u>	<u>16,393.32</u>

Authorized Signature

Paula Rigney

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0008 GENERAL FUND
FUND : 01 GENERAL FUND

V.	NT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE										ABA NUM	ACCOUNT NUM	
		REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT

02978497		070067/	APPLE													
			PO-130090	1.	01	9479	0	4300	00	1110	1010	101	000	000	9158162760	2,229.56
																\$2,229.56
02978498		070358/	AT&T													
			PO-130003	1.	01	0000	0	5970	00	0000	7200	700	000	000	7/12	31.23
																\$31.23
02978499		070329/	AT&T CALNET 2													
			PO-130001	1.	01	0000	0	5970	00	0000	2700	700	000	000	7/12	14.50
																\$14.50
02978500		070705/	CASEY PAINTING													
			PV-130025		01	8150	0	5600	00	0000	8110	735	000	000	Nevada St. painting project	10,820.00
																\$10,820.00
02978501		002004/	SUSAN CASSIDY													
			PV-130024		01	9479	0	4300	00	1110	1010	101	000	000	Reimb. LEA Books 5&7th grades	224.70
																\$224.70
02978502		070672/	ARACELI CASTANEDA													
			PO-130115	1.	01	6500	0	5840	00	5770	7120	700	000	000	7/12	600.00
			PO-130116	1.	01	6500	0	5840	00	5770	7120	700	000	000	7/12 Mileage	111.76
																\$711.76
02978503		001675/	DISCOUNT SCHOOL SUPPLY													
			PO-130068	1.	01	9479	0	4300	00	1110	1010	101	000	000	D16117980001	849.66
																\$849.66
02978504		002345/	EMPIRE ELEVATOR CO INC													
			PO-130012	1.	01	8150	0	5600	00	0000	8110	735	000	000	72688	114.00
																\$114.00
02978505		070704/	GE CAPITAL													
			PO-130017	1.	01	0000	0	4405	00	1110	1010	700	000	000	57516383	9,763.86
																\$9,763.86

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0008 GENERAL FUND
FUND : 01 GENERAL FUND

WARRANT	NT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
		REQ#	REFERENCE LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP		DESCRIPTION	
02978506		000025/	HAGEL SUPPLY				
			PO-130099 1.	01-8150-0-4300.00-0000-8100-735-000-000		322766, 322844	46.87
				WARRANT TOTAL			\$46.87
02978507		000039/	KAISER FOUNDATION				
			PV-130029	01-0000-0-3402.00-0000-7110-700-000-000		16734-0001	543.43
				01-0000-0-9520.00-0000-0000-000-000-000		16734-0001	12,883.31
				01-0000-0-9520.00-0000-0000-000-000-000		578-0002	10,144.56
				WARRANT TOTAL			\$23,571.30
02978508		000045/	MARIN COUNTY OFFICE OF EDUC				
			PO-130114 1.	01-0000-0-5940.00-0000-2700-700-000-000		130051	450.00
				WARRANT TOTAL			\$450.00
02978509		070455/	MARIN MECHANICAL II INC.				
			PV-130031	01-8150-0-5600.00-0000-8110-735-000-000		SMSD003	220.00
				WARRANT TOTAL			\$220.00
02978510		000117/	MARIN SCHOOLS JPA/VISION				
			PV-130028	01-0000-0-9520.00-0000-0000-000-000-000		8/12	317.04
				WARRANT TOTAL			\$317.04
02978511		000182/	MARIN SCOPE				
			PV-130020	01-0000-0-5841.00-0000-7200-725-000-000		Bus Driver Ad	16.80
				WARRANT TOTAL			\$16.80
02978512		001927/	MILL VALLEY SERVICES				
			PO-130039 1.	01-9479-0-4300.00-1110-1010-101-000-000		76986I	2.74
			PO-130066 1.	01-9479-0-4300.00-1110-1010-101-000-000		77066	443.45
			PO-130089 1.	01-9479-0-4300.00-1110-1010-101-000-000		77036I	5.49
			PO-130094 1.	01-9479-0-4300.00-1110-1010-101-000-000		77056I	461.20
			PO-130100 1.	01-9472-0-4300.00-1110-1010-100-000-000		77082	394.42
			PO-130101 1.	01-9479-0-4300.00-1110-1010-101-000-000		77085I	143.68

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0008 GENERAL FUND

FUND : 01 GENERAL FUND

LINE	INT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT									
		REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
			PO-130107	1.	01	0000	0	4300.00	1110	1010	100	000	000		77098I	2,356.49
				2.	01	9472	0	4300.00	1110	1010	100	000	000		77098I	235.63
															WARRANT TOTAL	\$4,043.10
02978513	000015/		MSIA DENTAL													
			PV-130027		01	0000	0	9520.00	0000	0000	000	000	000		8/12	3,800.60
															WARRANT TOTAL	\$3,800.60
02978514	070448/		JONNETTE NEWTON													
			PV-130023		01	9472	0	4300.00	1110	1010	100	000	000		Reimb. Music program, supplies	300.47
					01	9476	0	4400.00	1454	1010	100	000	000		Reimb. Music program, supplies	171.15
															WARRANT TOTAL	\$471.62
02978515	000058/		P G & E CO													
			PO-130000	1.	01	0000	0	5510.00	0000	8200	000	000	000		7/12	4,529.19
															WARRANT TOTAL	\$4,529.19
02978516	070656/		PAULA RIGNEY													
			PV-130022		01	9479	0	4300.00	1110	1010	101	000	000		Reimb.Rewards,Meeting supplies	350.00
					01	9479	0	4300.00	1110	1010	101	000	000		Reimb.Rewards,Meeting supplies	48.86
					01	9479	0	4300.00	1110	1010	101	000	000		Reimb.Rewards,Meeting supplies	690.00
															WARRANT TOTAL	\$1,088.86
02978517	001206/		SHELL OIL CO.													
			PV-130030		01	0000	0	4301.00	0000	8110	735	000	000		7/12	152.01
															WARRANT TOTAL	\$152.01
02978518	070406/		SILYCO													
			PO-130106	1.	01	9472	0	5849.00	0000	2100	100	000	000		DOCSTAND2	1,000.00
															WARRANT TOTAL	\$1,000.00
02978519	070200/		STANDARD INSURANCE COMPANY CB													
			PV-130001		01	0000	0	9520.00	0000	0000	000	000	000		8/12	65.12
															WARRANT TOTAL	\$65.12

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0008 GENERAL FUND

FUND : 01 GENERAL FUND

INT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE										ABA NUM	ACCOUNT NUM			
	REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT		

02978520	070085/	TEACHERS CURRICULUM INSTITUTE															
		PO-130042	1.	01	1100-0-4300	00-1110-1010-101-000-000								207579	1,730.03		
		WARRANT TOTAL													\$1,730.03		
*** FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS:										24	TOTAL AMOUNT OF WARRANTS:				\$66,261.81*

COMMERCIAL WARRANT REGISTER

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

FOR WARRANTS DATED 08/03/2012

BATCH: 0008 GENERAL FUND

FUND : 14 DEFERRED MAINTENANCE FUND

WT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
02978521	070705/	CASEY PAINTING												
		PV-130026		14-0000-0-5600.00-0000-8110-735-000-000									Nevada St. painting	8,060.00
													WARRANT TOTAL	\$8,060.00
02978522	070527/	SEQUOIA LANDSCAPE												
		PO-130098	1.	14-0000-0-5615.00-0000-8500-735-000-000									3047-8	8,333.32
													WARRANT TOTAL	\$8,333.32
*** FUND	TOTALS ***			TOTAL NUMBER OF WARRANTS:		2		TOTAL AMOUNT OF WARRANTS:						\$16,393.32*
*** BATCH	TOTALS ***			TOTAL NUMBER OF WARRANTS:		26		TOTAL AMOUNT OF WARRANTS:						\$82,655.13*
*** DISTRICT	TOTALS ***			TOTAL NUMBER OF WARRANTS:		26		TOTAL AMOUNT OF WARRANTS:						\$82,655.13*

Printed: 08/03/2012 08:21:01

Forrest Corson

From: Jonnette Newton
Sent: Thursday, August 02, 2012 6:07 PM
To: Forrest Corson
Subject: Moves at Bayside

Forrest,

On a calmer note, please remove the big mat in room 13. I think Wayne Price had it brought over for the track season for practice. It needs to be returned to MLK and stored in the room next to the stage. Can you have the boxes of paperwork from the district office that were placed in room 13 put up on top of the cabinets in that room to get them out of the corner.

Don't forget about painting dots in front of room 17. Then the dots on the KPOD need to be redone. Teachers would like to have numbers next to the dots on the KPOD. Remember, I asked you about numbers last year? Can we get them for this year?

Thank you.
Jonnette

Sausalito Marin City School District
Office of the Superintendent

Date: August 23, 2012
To: Board of Trustees
From: Valerie Pitts, Superintendent
Re: Action: CARS Application for Funding

Background

The Consolidated Application is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. In previous years the Consolidated Application Data System (CADS) has been used by Local Education Agencies (LEAs) to submit the ConApp. In 2012, the CDE developed the Web-based Consolidated Application and Reporting System (CARS), and the CADS was phased out.

Analysis

The CADS system included two data collections submissions each year. Consolidated Application Part I was completed to indicate in which programs the district intended to participate. Part II was required to verify the information submitted with Part I and indicated the entitlements for each applicable program. With CARS, the "Application for Funding" has been differentiated from other program reporting.

Financial Impact

Based on the most recent Federal and State budget information, the district is anticipating flat funding in all programs. Exact amounts of entitlements for each program in which we participate will be conveyed by entitlement letters available sometime in the fall of 2012 and updated as necessary.

Legal Implications

Based on CDE research of legal requirements, the Application for Funding and associated participation and plans are the only items that require local board approval. The other data collections are program reports and may be presented to the local board as reports but do not require local board approval.

Recommendation

It is recommended that the Trustees approve the 2012-2013 Application for Funding and the associated participation and plans as presented.

Backup attached: Yes X No

2012-13 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/fo/r5/ca11assurances.asp>.

CDE Program Contact:

Anne Daniels, Education Data Office, adaniels@cde.ca.gov, 916-319-0640

LEA Plan

An LEA that receives Title III funds or any LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan.

State Board of Education approval date	9/11/2003
LEA Plan Web Site	Sausalito Marin City School District.org

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Paula Rigney
Authorized Representative's Title	Business Manager
Authorized Representative Signature Date	07/31/2012

2012-13 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring & Support, frozic@cde.ca.gov, 916-319-0269

Mary Payne, District Improvement Office, MPayne@cde.ca.gov, 916-319-0379

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Paula Rigney
Authorized Representative Title	Business Manager
Authorized Representative Signature Date	07/31/2012
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field.	

2012-13 Application for Funding**CDE Program Contact:**Anne Daniels, Education Data Office, adaniels@cde.ca.gov, 916-319-0640**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	08/23/2012
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	N/A
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes. If a web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to approve the application, or if DELAC approval is not applicable, enter a comment.	DELAC approval is not applicable.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Economic Impact Aid EC 54000 SACS 7090, 7091	Yes
Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title I Part D (Delinquent) ESEA Sec. 1401 SACS 3025	No
Title II Part A (Teacher Quality) ESEA Sec. 2101 SACS 4035	Yes

Sausalito Marin City School District
Office of the Superintendent

Date: August 23, 2012
To: Board of Trustees
From: Valerie Pitts, Superintendent and Paula Rigney, Business Manager
Re: Action: Authorization of Temporary Transfer of Funds Tax Anticipation (TAN), Resolution #669

Background

Education Code Section 42620 authorizes the Marin County Board of Supervisors to make temporary transfers of funds to school districts that are experiencing cash shortages. Districts need to complete the loan request "Tax Anticipation" form (attached) in order to request a tax anticipation loan (TAN) for cash flow from the County Office. Once the district receives approval from the county, the county auditor will allow the district to have a negative cash balance in any of its funds. The County of Marin will apply "negative interest" to these funds at the county's current interest rate. There are no additional charges for this service.

Financial Impact

Authorizes the County Office of Education the flexibility allowed to districts to request a tax anticipation loan (TAN) for cash flow from the County of Marin.

Legal Implications

None

Recommendation

The Superintendent recommends this item is brought before the board for approval.

Backup attached: Yes ___X___ No _____

**RESOLUTION OF THE BOARD OF TRUSTEES
OF THE SAUSALITO MARIN CITY SCHOOL DISTRICT**

**AUTHORIZATION OF TEMPORARY TRANSFER OF FUNDS
TAX ANTICIPATION (TAN)
RESOLUTION NO #669**

WHEREAS, Article XVI, Section 6, of the Constitution of the State of California provides that it shall be the duty of the Treasurer of any county to make such temporary transfer from the funds in his custody as may be necessary to provide funds for meeting the obligations incurred for maintenance purposes by any political subdivision whose funds are in his custody and are paid out solely through his office; and

WHEREAS, it is necessary that the sum of \$3,378,014 be transferred from funds in the custody of the Treasurer of the County of Marin to the Sausalito Marin City School District, for meeting the obligations incurred for maintenance purposes by said entity for the fiscal year 2012-2013.

BE IT THEREFORE RESOLVED, ORDERED AND DECLARED that the Treasurer of the County of Marin be and is hereby authorized and directed to transfer the funds in his custody to the Sausalito Marin City School District, the sum of \$3,378, 014 and sum to be used for meeting the obligations incurred for maintenance purposes. Said sum does not exceed seventy-five percent (75%) of the anticipated revenues accruing to said entity and shall be replaced from the revenues accruing to said entity before any other obligations are met from said revenues.

PASSED AND ADOPTED on August 23, 2012 by the following vote:

AYES: _____ **NOES:** _____ **ABSENT:** _____

I HEREBY CERTIFY that the foregoing resolution was duly introduced, passed and adopted by the Governing Board at a regularly called and conducted meeting held on said date.

Board Clerk



MARIN COUNTY OFFICE OF EDUCATION

Mary Jane Burke
Marin County Superintendent of Schools
1111 Las Gallinas Avenue / P O Box 4925
San Rafael, California 94913

LOAN REQUEST - TAX ANTICIPATION

In accordance with Article XVI, Section 6, of the Constitution of the State of California, and Education Code Section 42620, the Sausalito Marin City School District requests that the sum of Three Million, three hundred seventy-eight thousand, four hundred (\$3,378,014.00) be transferred from funds in the custody of the Treasurer of the County of Marin to the district for meeting the obligations incurred for maintenance purposes for the fiscal year 2012-2013 (July 1 through last Monday in April only).

PART A - Justification (Source: School District Adopted Budget SACS Form 01, Page 1, Column F)

1. Total Expenditures & Other Outgo (Objects 1000-7000).	\$ <u>5,656,830</u>
2. Less: Capital Outlay (Objects 6000).	<u>0</u>
3. Less: Total Other Outgo (Objects 7000).	<u>538,041</u>
4. Total Items 2 & 3.	\$ <u>538,041</u>
5. Current Operating Expenditures (Item 1, less Item 4).	\$ <u>5,118,789.00</u>
	=====

PART B - Maximum Amount Which Can Be Borrowed

1. School District Maximum Secured Tax Limitation (Adopted Budget SACS Form 01, Page 4, Column F, Object 8041).	\$ <u>4,504,019.00</u>
2. 75% of Item 1 (85% may be requested later provided County funds are available). Must not exceed Item 5, Part A or 85% of Item 1, Part B.	\$ <u>3,378,014.00</u>

DISTRICT _____

Date

Clerk or Authorized Agent

MARY JANE BURKE

Marin County Superintendent of Schools

Date

Assistant or Deputy

APPROVED:

ROY GIVEN

Assistant Director of Finance

Date

Assistant Director of Finance

Distribution:

District to submit signed original form to the Marin County Office of Education for transmittal to the Board of Supervisors for approval.

h:\forms from business\forms\form 22 loan request-tax anticipation.doc

MCOE Business Form No. 22 (05/09)

Sausalito Marin City School District
Personnel Action Report
2012/2013-1

Date of Board Meeting: August 23, 2012

Action	Name	Title	FTE	Site	Effective Date
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Classified

Certificated

New Hire	Kayla Ziesler	Teacher ~ L.A./S.S.	1.0	MLK	8-20-12
New Hire	Jennie Fung	Teacher ~ Special Education	1.0	Bayside	8-20-12
New Hire	Cari Trevor	Teacher ~ 1 st Grade	1.0	Bayside	8-20-12
New Hire	Karli Pierce	Teacher ~ Spanish	1.0	District Wide	8-20-12
New Hire	Danielle Denton	Teacher ~ Art	1.0	District Wide	8-20-12
New Hire	Joseph Fusilier	Teacher ~ P.E.	1.0	District Wide	8-20-12
New Hire	Julie Auslander	Counselor	1.0	District Wide	8-20-12

Confidential

Administrative

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

District:

Sausalito Marin City School District

Person completing this form: Valerie Pitts, Ed.D. Title: Superintendent

Quarterly Report Submission Date: ☐ January 2012
☐ April 2012
☒ July 2012
☐ October 2012

Date for information to be reported publicly at governing board meeting August 23, 2012.

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	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
CAHSEE Intensive Instruction and Services	0	0	0
TOTALS	0	0	0

Valerie Pitts, Ed.D.

Print Name of District Superintendent

 Signature of District Superintendent

 Date