



SAUSALITO MARIN CITY SCHOOL DISTRICT

Board of Trustees: Joshua Barrow - President, Ida Green - Vice President, Debra Turner - Clerk, Thomas Newmeyer, Caroline Van Alst
Superintendent: Will McCoy

Sausalito Marin City School District Agenda for the Regular Meeting of the Board of Trustees Bayside Martin Luther King Jr. Academy 200 Phillips Drive, Marin City, CA 94965

Tuesday, April 17, 2018

5:30 p.m. Open Session – Bayside Martin Luther King Jr. Multi-Purpose Room
5:31 p.m. Closed Session – Bayside Martin Luther King School Conference Room
6:00 p.m. Open Session – Bayside Martin Luther King Jr. Multi-Purpose Room

1. **OPEN SESSION – Call to Order**
2. **CLOSED SESSION – AGENDA**
 - 2.01 - With respect to every item of business to be discussed in Closed Session pursuant to GC Section 3549.1 (a) **Collective Bargaining Session – California School Employees' Association**
3. **RECONVENE TO OPEN SESSION** - Depending upon completion of Closed Session items, the Governing Board intends to convene in open Session at 6:00 p.m. to conduct the remainder of the meeting, reserving the right to return to Closed Session at any time.
4. **PLEDGE OF ALLEGIANCE** 2 minutes
5. **AGENDA REORGANIZATION/APPROVAL**

Are there any requests from the Board to move any agenda item to a different location? 2 minutes
6. **BOARD COMMUNICATIONS** 10 minutes
7. **ORAL COMMUNICATIONS** 30 minutes

Because the Board has a responsibility to conduct district business in an orderly and efficient way, the following procedures shall regulate public presentations to the Board. The Board is asking that members of the public wishing to speak fill out a form located on the counter/table, stating their name and address; the agenda item; and the topic to be discussed.
The Governing Board is prohibited from taking any action on any item raised in this section unless the item is specifically agenzied. Members of the Governing Board may ask a question for clarification, provide a reference to staff or other resources for factual information, request staff to report back at a subsequent meeting on any matter or take action directing staff to place a matter of business on a future agenda. Governing Board members may make brief announcements or briefly report on his/her own activities as they related to school business.
State open meeting laws allow members of the public to lodge public criticism of District policies, procedures, programs, or services. However, those same laws include specific provisions designed to protect the liberty and reputational interests of public employees by providing for the non-public hearing of complaints or charges against employees of the District. Under these laws, it is the employee subject to complaints or charges who is provided the right to choose whether those complaints or charges will be heard in open or closed session. It is therefore the desire of the Sausalito Marin City School District that complaints against an employee be put in writing, and that when the Board hears complaints or charges against an employee it do so in closed session unless the employee requests an open session. Consistent with the law and the opinion of the State Attorney General's Office, please submit any complaints against an employee in writing, to the administration, in accordance with the district's complaint procedure. This procedure is designed to allow the District to address complaints against employees while at the same time respecting their legitimate privacy rights and expectations.
8. **PRESENTATION**
 - 8.01 Center for Excellence 10 minutes
9. **CORRESPONDENCE**

- 10. REPORTS**
- 10.01** Site Leadership -David Finnane 10 minutes
-Update on the Transformation Team
- 10.02** Willow Creek Academy 5 minutes
- 11. STANDING BOARD COMMITTEE REPORTS**
- 12. DISCUSSION / INFORMATION ITEMS** 15 minutes
- 12.01** Receipt of Willow Creek Academy Second Interim Budget Report
- 12.02** Continuing Disclosure Annual Report – Fiscal Year Ended June 30, 2017
- 12.03** (Conditional) Memorandum of Understanding with Seneca Family of Agencies
- 13. CONSENT AGENDA** 5 minutes
- 13.01** Payment of Warrants – Batches 35-38
- 13.02** Minutes of the March 13 and April 2, 2018 Board Meetings
- 13.03** Quarterly Report on Williams Uniform Complaints
- 13.04** Facilities Use Agreement with the Red Cross
- 14. ACTION ITEMS - Items Removed from the Consent Agenda: Any item removed** 20 minutes
from the Consent Agenda may be discussed and acted upon individually
- 14.01** Resolution 753 – Consolidation of Election Services
- 14.02** Consider Approval of Contract with Wulff, Hansen for Bond Counseling Services
- 14.03** Consider Approval of Payment to Epoch Consulting
- 14.04** MOU with the Hannah Project for the 2018 Freedom Summer School Session
- 14.05** Technology Upgrades at Bayside MLK Jr. Academy
- 15. PERSONNEL ACTION ITEMS**
- 15.01** Personnel Action Report
- 16. POLICY DEVELOPMENT**
- 17. FUTURE MEETINGS**
- 17.01** The next Regular Meeting of the Board of Trustees will be on Tuesday, May 8, 2018 in the Bayside Martin Luther King School Multi-Purpose Room
- 18. FUTURE TOPICS**
- 19. ADJOURNMENT**

Sausalito Marin City School District

Agenda Item: 8.01

Date: April 17, 2018

- | | | | |
|-------------------------------------|---------------------------------|--------------------------|----------------|
| <input type="checkbox"/> | Correspondence | <input type="checkbox"/> | Consent Agenda |
| <input checked="" type="checkbox"/> | Reports | | |
| <input type="checkbox"/> | General Functions | | |
| <input type="checkbox"/> | Pupil Services | | |
| <input type="checkbox"/> | Personnel Services | | |
| <input type="checkbox"/> | Financial & Business Procedures | | |
| <input type="checkbox"/> | Curriculum and Instruction | | |
| <input type="checkbox"/> | Policy Development | | |
| <input type="checkbox"/> | Public Hearings | | |

Item Requires Board Action: ☐ Item is for Information Only: ☒

Item: Presentation by the Center for Excellence

Background:

The Center for Excellence (CFE) has been working as a team with community members, BMLK representatives, and the Superintendent for the past several months to develop a long-range plan for re-establishment and expansion of the arts program. This presentation and attached report are the culmination of their efforts to date. The presentation will provide an overview of the different aspects of the plan, as well as associated costs.

Due to the fact that the District is currently considering all recommendations through the LCAP process, and will need to align budget priorities to LCAP actions, this report is informational at this time. The resources requested need to be prioritized alongside the other fiscal demands of the District.

However, extensive work has gone into this plan, and the conceptual framework is worth examining and discussing. The information gained from this presentation will need to be set into context by the Board as the Budget and LCAP are developed.

The district would like to thank the members of the Committee for their time and effort in advocating for the arts, and for their work in producing this plan and presentation.

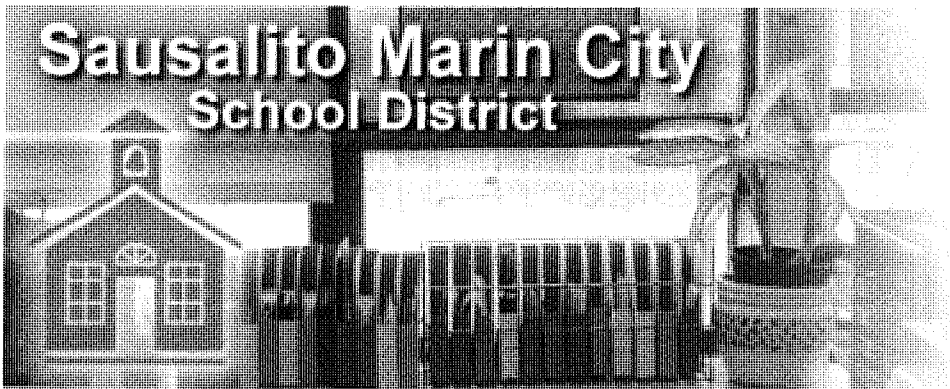
Recommendation: Information Only

Attachments:

CFE Presentation

Sausalito Marin City School District Strategic Arts Education Five Year Plan

DRAFT



2018 - 2023

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PARTICIPANTS

Christina DeRockere, Board Member, The Center for Excellence

Christine Durbin, Board Member, The Center for Excellence

Louis Edney, 3rd Grade Teacher

Ellen Franz, Visual Arts Teacher

Laurie Friedman, AIA, Board Member, The Center for Excellence

Glenda Gentry, Board Member, The Center for Excellence

Barb Killey, Board Chair, The Center for Excellence

Oshalla D. Marcus, Project Coordinator, Classroom Theatre Project

William McCoy, Superintendent

Jonnette Newton, Music Teacher

Jennifer Puckett, Community School Coordinator

Dr. Shirley Thornton, Board Member, The Center for Excellence

Facilitated by The California Arts Project, Armalyn De La O, Regional Director



The California Arts Project





Your Imagination

In the art room is where my imagination leaks out.

In the art room everything is possible.

The art room is home to my imagination.

My imagination turns to reality. It is home also to the part of my heart that loves art.

Art is one of my favorite subjects.

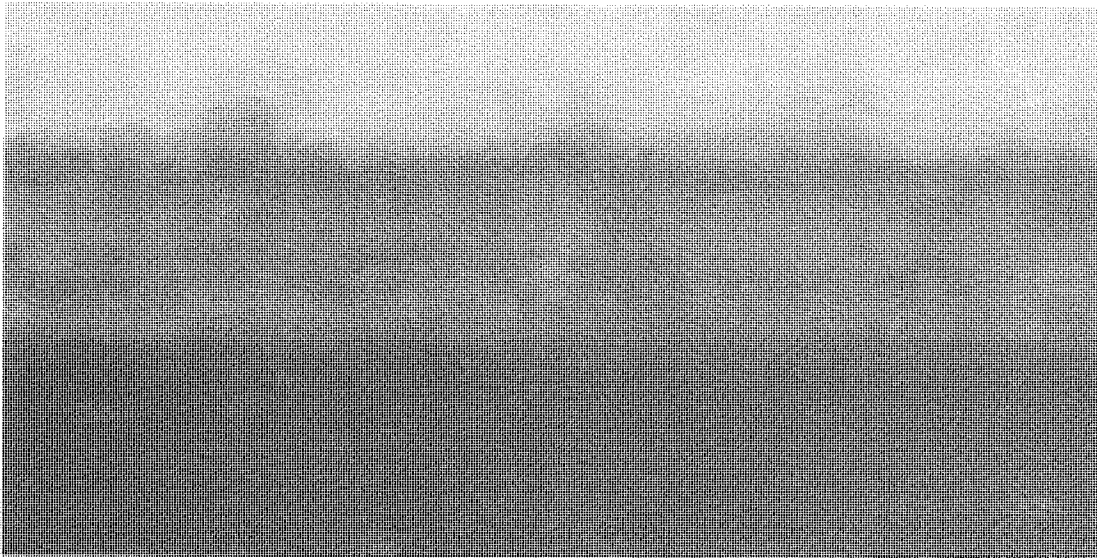
The art room is home to students' art.

BMLK student

"Arts education not only enhances students' understanding of the world around them, but it also broadens their perspective on traditional academics. The arts give us the creativity to express ourselves, while challenging our intellect. The arts integrate life and learning for all students and are integral in the development of the whole person." (Dr. Terry Bergeson, State Superintendent of Public Instruction, Washington State)

VISION

The Sausalito Marin City School District (SMCSD) will provide Bayside Martin Luther King Jr. Academy (Bayside MLK) equitable access to a multicultural, diverse visual and performing arts curriculum for all students in all grade levels.



MISSION

The SMCSO will provide an equitable, culturally relevant, broad-based, and outstanding discipline-specific arts curriculum for every student at Bayside MLK, one that increases knowledge, fosters community, and builds 21st century skills. By providing access to Visual Arts, Music, Theatre, and Dance at all grade levels, SMCSO is supporting the educational experience of Bayside Martin Luther King Jr. Academy students, as well as developing and encouraging lifelong learners who value the arts.

The arts ignite creativity and develop skills, build confidence and self-esteem, teach discipline, perspective, and awareness, and give students a voice. The SMCSO recognizes the value of a robust, comprehensive, and sequential arts program within a well-rounded education. SMCSO will continue to build its arts programs in TK-8, allowing for the progression and development of knowledge, creativity, and skills.

To accomplish this, SMCSO is committed to the following:

1. Establishing, implementing, and providing equity and access to a TK-8 standards-based and sequential curriculum in Visual Arts, Music, Theatre, and Dance, including Media Arts.
2. Providing ongoing access to equitable and optimal arts learning facilities for all students.
3. Employing highly-qualified, credentialed teachers to ensure a multifaceted TK-8 program in Visual Arts, Music, Theatre, and Dance.
4. Providing all TK-8 teachers and staff access to ongoing professional development designed to support arts content and cross-curricular teaching and learning.



EXECUTIVE SUMMARY 2018-2023

“Goal One exhibits our commitment to the ‘whole child’ through actions to increase academic achievement and opportunities for personally enriching experiences in the arts, while strengthening supports for social/emotional development and positive relationship development.”
2017-2019 SMCSD LCAP Highlights, p. 2.

In this proposal, The Center for Excellence (CFE) presents a five-year plan to the Board of Trustees for adoption in the core subject area, Visual and Performing Arts (V&PA). This plan was developed by the team of district and community stakeholders listed on page two, and facilitated by The California Arts Project (TCAP). This proposal gives voice and life to the District’s adopted Visual and Performing Arts Policy (2010) which exists in support of the California Education Department’s mandated role of V&PA in California’s public schools.* The accompanying proposed budget for 2018-19 would increase the 2017-2018 LCAP V&PA total from “up to \$70,000” to \$89,100. Proposed incremental growth follows in subsequent years as the District develops a comprehensive instructional program in the arts for all students.

Included with the proposed 2018-19 budget increase (pp. 19-20) are amounts and programs that CFE, the district’s partner in support of the Visual and Performing Arts, has committed to augmenting and supplementing the District’s core instructional V&PA Program. We propose and look forward to “growing” our partnership in sync with the District as it embarks upon providing Marin City students and their community with an exemplary arts program.



See CA Ed Code sections: Chapter 2, regarding required courses of study, Article 2e, Visual and Performing Arts, including instruction in the subjects of **Visual Arts, Music, Theatre, and Dance, aimed at the development of aesthetic appreciation and the skills of creative expression; and Section 51210, grades 1-6, regarding adopted courses of study that must include instruction in V&PA; Section 51220, grades 7-12, adopted courses of study must include instruction in V&PA.*

Role and Support for V&PA in 2017-2018 LCAP document

Contained within SMCS D's current LCAP and Annual Update document (2017) are a number of State and District priorities in V&PA, stated explicitly or implicitly, in Goal 1 (Student Achievement), Goal 2 (Community School), and Goal 3 (Family and Community Engagement) and related actions, State Priorities, and other pages as noted below. Three of these items, a, b, and c are quoted below. Others, d and e, are simply listed as itemized in the LCAP document.

a. LCAP-referenced State Priority 2 (Implementation of State Standards), Section A, Item 7, Addendum, p. 118 (unnumbered page):

"The implementation of state board adopted academic content and performance standards for all students, which are (see subject area list including j), Visual and Performing Arts . . ."

b. LCAP-referenced State Priority 7 (Course Access), Addendum, p. 119 (unnumbered page):

"Course Access addresses the extent to which pupils have access to and are enrolled in a broad course of study including courses described under (CA Education Code) Sections 51210 and 51220 . . ."

c. Goal 1 (Student Achievement), Action item 14, p. 15: "Support the instruction of Visual and Performing Arts (V&PA) at all levels; provide basic arts program at all levels; investigate the most efficient and effective integration of a V&PA program into the selected core academic program; develop partnerships with local arts organizations."

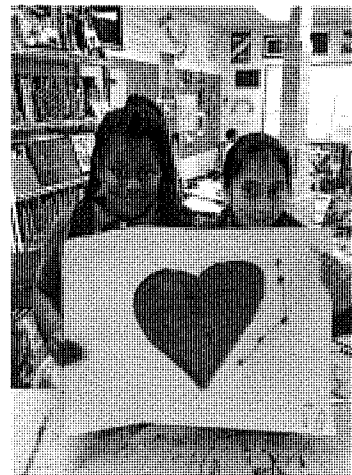
d. See also these Actions: Goal 1, Action 20, p.17; Goal 2, Action 7, p.26; Goal 3, Action 8, p.32; Goal 3, Action 10, p. 33.

e. See also the following Planned Actions/Services: Goal 1, p.41: Increase access to art, foreign language, and technology; Goal 1, Planned Action 1, p. 46; Goal 1, Planned Action 3, p. 49; Goal 1, Planned Action 4, p. 51; Goal 3, Planned Action 7, p. 87; Goal 3, Summary of Directed Services, Expenditures: Item 7, p. 107.

As work moves forward with SMCS D's current 2018-2019 LCAP development and budget process, CFE expects these priorities noted above to remain intact, as well as to be expanded during the proposed District budget development process for future years. CFE-sponsored supplementation will also be expanded incrementally in years 2018 through 2023.

Current Funding Status of V&PA in District and its Partnership with CFE

1. SMCSO is currently funding .20 Full Time Equivalent (FTE) educators each in Visual Art and Music, totaling \$35,440, Plus \$ \$4,000 for visual arts and music supplies, totaling \$39,440.
2. By the end of the current academic year, CFE will have contributed funds totaling \$46,239, in augmentation of current District support for the V&PA, as follows:
 - Ongoing extracurricular activities (Art Studio and Soundwaves Saturday Music)
 - An integrated middle school Theatre/History-Social Science and English Language Arts Project (pilot)
 - Strategic arts-planning work facilitated by The California Arts Project (TCAP)
 - Contributions of over 30 musical instruments from two instrument drives and necessary musical instrument repairs
 - Partnership with another non-profit (O'Hanlon Center for the Arts)
 - CFE Arts Liaisons (2) working within BMLK
 - Student visual art and music scholarships (small group classes and private lessons)
 - An exhibit and program co-sponsored with local Seager Gray Gallery
 - Support for fledgling BMLK Museum of Art and its website. (See <https://sites.google.com/a/smcsd.org/bayside-mlk-museum-of-art/>)



Proposed District Funding of V&PA

This plan proposes SMCSD funding for Visual and Performing Arts for 2018-2023 in an incremental 5-year plan in order to:

- **Provide a culturally rich and inclusive V&PA program, in all grades for all students, as mandated by SMCSD LCAP.**
- **Provide incremental increases in arts staffing over the proposal period. Build toward 100% FTE each in Visual Arts and Music in Years 1-4; build toward .5 FTE each in Theatre and Dance in Years 3-5.**
- **Provide ongoing arts-related professional development: 2 days per year with greater support, when funds allow, in Years 2-5.**
- **Support curriculum development via discipline-specific Scopes and Sequences in each arts discipline, plus in arts integration with other grade-specific Core subjects.**
- **Develop and expand network of partnerships that actively support the educational environment and learning process, including performance venues, productions, workshops, exhibits, and special events.**
- **Provide facilities, equipment, and supplies appropriate to V&PA subject areas.**
- **Involve community actively in educational environment and learning processes.**

Proposed District financial support of \$89,100 for V&PA for 2018-2019 specifically to

- **Increase classroom instruction in visual arts and in music by 20% to .4 FTE in each discipline toward restoration of .5 FTE program. Maintain and expand small miscellaneous current funding for V&PA. These items total \$89,100.**

The strategic plan materials that follows this Executive Summary provides details, expanded information, and additional relevant topics.

STRATEGIC PLAN AND BUDGET OVERVIEW

Focus Area 1: Foundation

Focus Statement: Sausalito Marin City School District will provide an exemplary, sequential, culturally rich and inclusive visual and performing arts program for all Bayside Martin Luther King Jr. Academy students in grades TK-8, thus meeting and exceeding the standards mandated by the district/school Local Control Accountability Plan Goal 1, and the California Education Code.

Reaching beyond the mandates, the visual and performing arts should be an avenue to develop not only creativity and discipline knowledge, but also critical thinking, problem-solving, communication, and collaborative skills. Exemplary arts programs, especially within the context of a culturally vibrant Community School, prepare students for accomplishment in high school and beyond as multi-dimensional learners and productive, creative, problem-solving participants in the 21st century. Appropriate staffing, facilities, equipment and supplies, and professional development for all staff (as described in the goals below) is essential to achieve this vision.

Goal 1: Ensure appropriate and consistent staffing to provide diverse and inclusive, discipline-specific visual and performing arts programs for all students TK-8 aligned with adopted state V&PA instructional standards and framework, and the district LCAP.

Providing consistent staffing in each of the arts is necessary to fulfill state requirements (The CA State Visual and Performing Arts Framework that calls for both “discrete learning”—discipline-specific—in each of the arts for students in grades TK-8 as well as integrated learning work); motivates and enables students to participate in high school visual and performing arts programs; and prepares students to thrive as multi-dimensional learners in school and beyond. Staffing that is consistent over time provides opportunity for teachers to develop long-term relationships with students; as visual and performing arts teachers work with every child in the school, these relationships grow and expand over years of instruction and can build upon each student’s unique gifts, strengths, and challenges. Therefore, to ensure the retention of staff over time, creating a supportive environment in the school and community is essential, as is providing ample opportunities for staff to participate in ongoing professional and artistic development (also, see Goal 3, below).

Goal 2: Provide facilities, equipment, supplies, and appropriate storage for visual and performing arts disciplines/programs.

Ensure that dedicated classrooms, studio spaces, and storage areas are assigned to each visual and performing arts discipline as appropriate. Ensure that necessary equipment and supplies are provided, maintained, and easily replenished in a timely manner.

Goal 3: Provide ongoing professional learning appropriate for each of the visual and performing arts disciplines in grades TK-8.

With the goal of retaining effective teachers, ensuring ongoing professional learning in the arts, and recognizing that teacher professional development is crucial to the future of arts education, all teachers must be provided with professional development specific to the content area in the arts.

To ensure that students receive the best possible education in the arts, it is imperative that highly qualified, single subject visual and performing arts educators are hired as teachers for grades TK-8. These teachers, and the general education staff as a whole, must engage in ongoing professional development in the arts, including contemporary applications of the arts such as digital media. Professional development must be ongoing and include follow-up support (also, see Focus Area 2: Curriculum and Instruction, Goal 1).



Focus Area 2: Curriculum and Instruction

Focus Statement: SMCSD will provide comprehensive, grade sequential instruction for all students in Visual Arts, Music, Theatre, and Dance, including Media Arts, in preparation for college and career readiness, will interrelate these disciplines, and will integrate them into all subject areas.

As part of Sausalito Marin City School District's Visual and Performing Arts Education Strategic Plan, one key area of focus is curriculum and instruction. In order to be compliant with California Ed Code 51210, and 51220, which specify the arts to include all four disciplines be offered in all grades one through eight, as a district, we need to increase arts discipline-specific instruction at Bayside/MLK. Currently, none of our students has equitable access to the arts disciplines Dance and Theatre.

Section 51210 states "The adopted course of study for grades 1 – 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study: (e) Visual and performing arts, including instruction in the subjects of dance, music, theater and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression" Section 51220 opens, "The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study: (g) Visual and performing arts, including instruction in the subjects of dance, music, theater and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression."

For this reason, current gaps must be filled to ensure that all Bayside MLK students have access to all arts disciplines.

Goal 1: Provide professional development for credentialed instructors in each discipline.

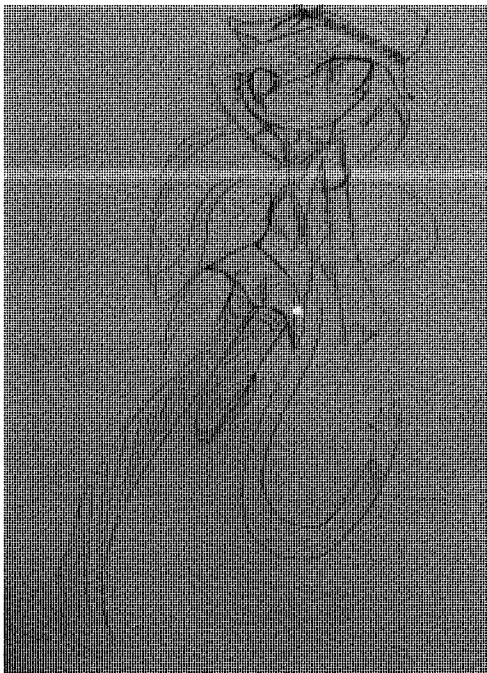
SMCSD's educators will participate in ongoing, high quality, sustained, intensive, and classroom-focused professional development that will advance their understanding of effective instructional strategies based on research. Professional learning will be aligned with and directly related to state academic content standards and will include the use of technology to improve teaching and learning for all children.

Goal 2: Provide Scope and Sequence in each arts discipline for TK-8 Grade.

The district shall establish a curriculum committee for the visual and performing arts to develop TK-8 scopes and sequences in each discipline and, based on these scopes and sequences, develop standards-based courses of study to be offered at Bayside MLK.

Goal 3. Provide appropriate instructional resources & materials.

A budget must be established to provide equipment, resources, and additional instructional materials appropriate to each of the arts disciplines.



Focus Area 3: Networking

Focus Statement: Sausalito Marin City School District commits to establish and maintain a network of community partners to actively support the educational environment and learning process, including performance venues, productions, and exhibits.

According to the California Department of Education Visual and Performing Arts Framework, K-12, when planning arts educational program an essential component is “allocating personnel and instructional resources, including appropriate materials, equipment, and facilities.”

Quality performances, productions, and art projects require targeted and appropriate learning environments. These environments include facilities that are appropriate to each specific discipline in the arts, as well as the specialized equipment used in the various arts related industries. In order to provide a truly meaningful arts education within SMCSO, these facility and equipment needs must be met. As a Community School, we are committed to involving and utilizing partner organizations to bring together the larger community in supporting student access to quality arts programming.

Goal 1: Identify and partner with potential and existing community arts organizations. SMCSO will identify existing and potential partnerships, negotiate agreements, establish goals, and develop a process for reviewing and providing feedback to partnering community arts organizations.

Goal 2: Identify existing arts-appropriate facilities, and partner with and utilize these, as needed.

SMCSO will work with the local recreation department, faith-based organizations, community partners, agencies, and educational institutions and maintain a list of facilities, costs, and availability to support programming in the arts.

Goal 3: Actively involve the community in the educational environment and learning process.

SMCSO will provide opportunities for engagement and participation in Bayside Martin Luther King Jr. Academy arts programming and events to the broader community.

PLANNED ACTIONS AND BUDGET DETAILS: FOUNDATION

Focus Area: Foundation											
Focus Statement:		Sausalito Marin City School District will provide a culturally rich and inclusive visual and performing arts program to all students in grades TK-8 as mandated by the district/school Local Control Accountability Plan, Goal 1 and the California Education Code.									
Goal(s)		1. Ensure appropriate staffing to provide diverse and inclusive discipline-specific visual and performing arts programs for all students in grades TK-8 aligned with state instructional standards, framework, and the district LCAP. 2. Provide facilities, equipment, and supplies appropriate to each of the visual and performing arts disciplines. 3. Provide ongoing professional learning appropriate to each of the visual and performing arts disciplines in TK-8 th grades.									
Action Step(s)	Implementation	Expected Deadline	Timeline					Estimated Cost		Person(s) Responsible	Evaluation
			Y1	Y2	Y3	Y4	Y5	One-time	On-going		
1.1 Provide General Music at least once per week to each student in grades TK-8, as well as appropriate course access to band, orchestra, and choir in grades 7-8	1.1.1 Increase music teacher's FTE by 20% per year until 100% is reached	July 1, 2022	0.4 FTE	0.6 FTE	0.8 FTE	1.0 FTE	1.0 FTE	2018/19 34K 2019/20 51K 2020/21 68K 2021/22 85K	21/22 and after 85K per year	Admin, CBO, CFE	Teacher Evaluation: Admin
1.2 Provide instrumental music lessons to interested students on Saturdays	1.2.1 CFE continues to fund Saturday Soundwaves instrumental program	ongoing	x	x	x	x	x		\$13.8K/year	CFE	Soundwaves attendance and survey data (mentors and students)
1.3 Provide chorus lessons once per week after school	1.3.1 CFE continues to fund BMLK Chorus once per week after school	ongoing	x	x	x	x	x		\$2K/year	CFE	Chorus attendance and survey data; performances
1.4 Provide scholarships for instrumental lessons, workshops, and/or summer camps	1.4.1 CFE continues to fund scholarships for instrumental lessons, workshops, and/or summer camps	ongoing	x	x	x	x	x		\$12.6K/year	CFE	Attendance and survey data (students and teaching artists); performances
1.5 Provide a General Art class at least once per week to each student in grades TK-8, as well as appropriate course access to advanced art courses (e.g., ceramics and digital arts) in grades 7-8	1.5.1 Increase visual art teacher's FTE by 20% per year until 100% is reached	July 1, 2022	0.4 FTE	0.6 FTE	0.8 FTE	1.0 FTE	1.0 FTE	2018/19 34K 2019/20 51K 2020/21 68K 2021/22 85K	20/21 and after 85K per year	Admin, CBO, CFE	Teacher Evaluation: Admin
1.6 Provide stipends for guest artists	1.6.1 CFE funds stipends for guest artists	ongoing	x	x	x	x	x		\$2K/year	CFE	Attendance and survey data (students, teachers, teaching artists)
1.7 Provide Open Art Studio program up to 6 hours per week after school	1.7.1 CFE continues to fund Open Art Studio program up to 6 hours per week	ongoing	x	x	x	x	x		\$11.1K/year	CFE	Open Studio attendance and survey data (students, volunteers, teacher, artists)
1.8 Provide scholarships for visual art lessons, workshops, and/or summer camps	1.8.1 CFE funds scholarships for visual art lessons, workshops, and/or summer camps	ongoing	x	x	x	x	x		\$2.1K/year	CFE	Attendance and survey data (students, teaching artists)
1.9 Provide a General Theater class at least once per week to each student in grades TK-8, as well as appropriate course access to advanced theater courses (e.g., set design and production) in grades 7-8	1.9.1 Hire a theater arts teacher and increase the FTE by 20% per year until 50% is reached	July 1, 2023		0.2 FTE	0.4 FTE	0.5 FTE	0.5 FTE	2019/20 17K 2020/21 34K 2021/22 42.5K	2021/22 and after 42.5K per year	Admin, CBO, CFE	Teacher Evaluation: Admin
1.10 Provide Theater Integration programs for 7th/8th grades; 16 weeks each, fall and spring	1.10.1 CFE continues to fund Theater Integration programs for 7th/8th grades	ongoing, fall and spring	x	x	x	x	x		\$12K/year	CFE	Survey data (students, teachers, teaching artist)

1.11 Provide a General Dance class at least once per week to each student in grades TK-8, as well as appropriate course access to advanced dance courses (e.g., choreography and production) in grades 7-8	1.11.1 Hire a dance/movement teacher and increase the FTE by 20% per year until at least 50% is reached	July 1, 2023			0.2 FTE	0.4 FTE	0.5 FTE	2020/21 17K 2021/22 34K 2022/23 42.5K	2022/23 and after 42.5K/ year	Admin, CBO, CFE	Teacher Evaluation: Admin
1.12 Provide scholarships for dance lessons through local dance studios	1.12.1 CFE will fund scholarships for dance lessons through local dance studios	ongoing	x	x	x	x	x		\$500/year	CFE	Attendance and survey data (students, teaching artists); performances
2.1 Dedicated space will be provided for visual arts, music, theater and dance instruction	2.1.1 Research funding sources to support facilities expansion for theater and dance (e.g., Career Tech 1A Grants)	begin August 2018	x							Admin, CFE	Successful grant applications!
	2.1.2 Create an articulated program with local high school utilizing Visual and Performing Arts Pathways or Arts, Media and Entertainment Pathways (Career Tech)	begin 2019		x	x	x	x			Arts Teachers, CFE	Planning documents; teacher/admin feedback on process and implementation
2.2 Necessary equipment (e.g., musical instruments, kiln) will be maintained and repaired	2.2.1 Funding for equipment maintenance and repair will be budgeted.	ongoing	x	x	x	x	x		\$3.5K/year (District) \$1.25K/year (CFE)	Admin, CBO CFE	Repair and maintenance documentation; teacher/admin feedback on process, process improvement
2.3 Provide necessary supplies	2.3.1 Funding for necessary supplies will be budgeted.	ongoing	x	x	x	x	x	18/19 \$4K 19/20 \$4K 20/21 \$6K 21/22 \$8K			Supply order documentation; teacher/admin feedback on process, process improvement
3.1 Provide ongoing visual and performing arts professional development to teachers and staff	3.1.1 Funding for visual and performing arts professional development will be budgeted for general education and discipline-specific teachers as written in the LCAP; CFE funds instructional costs of professional development sessions	begin 2019-20		2 days	2 days	2 days	2 days		\$25K/year (see Curriculum for breakdown of costs) \$2.5K/year (Instructional costs of professional development)	Admin, CBO CFE	Attendance and survey data, including teacher/admin feedback
3.2 Provide Arts Liaisons to work with General Education classroom teachers on arts integration; building partnerships with local arts organizations; coordinating arts volunteer program; coordinating BMLK museum program, other exhibits and performances	3.2.1 CFE continues to provide funding for Arts Liaisons	ongoing	x	x	x	x	x		\$12.5K/year	CFE	Teacher/Admin feedback



The California Arts Project



PLANNED ACTIONS AND BUDGET DETAILS: CURRICULUM

Focus Area:		Curriculum									
Focus Statement:		SMCSD will provide comprehensive, grade sequential instruction for all students in dance, music, theatre, visual arts and media arts in preparation for college and career readiness; will interrelate these disciplines and will integrate them into all subject areas.									
Goal(s)		1. Provide professional development for credentialed instructors in each discipline. 2. Provide Scope and Sequence in each arts discipline for TK-8 th Grade. 3. Develop appropriate instructional resources & materials.									
Action Step(s)	Implementation	Expected Deadline	Timeline					Estimated Cost		Person(s) Responsible	Evaluation
			Y1	Y2	Y3	Y4	Y5	One-time	On-going		
1.1 Provide Professional Development for TK-8 General Classroom Teachers	1.1.1 Provide 2 days professional development for TK-8 teachers each year, beginning in 2019	August 2019		x	x	x	x		\$25K/year \$2.5K/year	District CFE	Attendance and survey data, including teacher/admin feedback on how professional development met needs, what is still needed
1.2 Provide Professional Development for Single Subject Arts Instructors	1.2.1 Begin professional development for Art and Music Instructors 1.2.2 Begin professional development for Dance and Theatre	June/July 2019 Art and Music June/July 2021 Dance and Theatre		x			x		\$6K/year 2019, 2021	District	Attendance and survey data, including teacher/admin feedback on how professional development met needs, what is still needed
2.1 Develop a Scope & Sequence for Visual Arts	2.1.1 TK-8 Develop a Scope & Sequence for Visual Arts	Begin August 2019		x				\$3K		District	Scope and sequence document; participant feedback on process, process improvement
2.2 Develop a Scope & Sequence for Music	2.2.1 TK-8 Develop a Scope & Sequence for Music	Begin August 2020			x			\$3K		District	Scope and sequence document; participant feedback on process, process improvement
2.3 Develop a Scope & Sequence for Theater Program	2.3.1 TK-8 Develop a Scope & Sequence for Theater	Begin August 2021				x		\$3K		District	Scope and sequence document; participant feedback on process, process improvement
2.4 Develop a Scope & Sequence for Dance	2.4.1 TK-8 Develop a Scope & Sequence for Dance	Begin August 2022					x	\$3K		District	Scope and sequence document; participant feedback on process, process improvement
3.1 Establish a Visual and Performing Arts Curriculum Committee, to support implementation/ Scope & Sequence	3.1.1 V & PA teachers, Primary teacher, 4-8 Teacher, Administrator, Parent, Community member, CFE	Begin August 2019 Instructional materials by 2022		x	x	x	x		\$2K/year	CFE	Participant evaluations
3.2 Provide Arts Liaisons to work with General Education classroom teachers on arts integration; (also on building partnerships with local arts organizations; coordinating arts volunteer program; coordinating BMLK museum program, other exhibits and performances; see Networking)	3.2.1 CFE continues to fund Arts Liaisons to work with General Education teachers on arts integration	ongoing	x	x	x	x	x		\$12.5K/year (already counted in Foundation Goal)	CFE	Teacher/Admin feedback on how services <u>met</u> needs, what is still needed

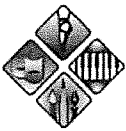


The California Arts Project



PLANNED ACTIONS AND BUDGET DETAILS: NETWORKING

CSCS/Arts		Networking									
Focus Statement:		Sausalito Marin City School District commits to establish and maintain a network of community partners to actively support the educational environment and learning process, including performance venues, productions, and exhibits.									
Objectives:		1. Identify and partner with existing community arts organizations (CAOs) 2. Identify and explore new artists/performers and venues as needed. 3. Actively involve community in the educational environment and learning process.									
Action Step(s)	Implementation	Expected Deadline	Timeline					Estimated Cost		Person(s) Responsible	Evaluation
			Y1	Y2	Y3	Y4	Y5	One-time	On-going		
1.1 Identify & generate list of Community Arts Organizations	1.1.1 List will be used to establish partnering relationships	August 2018	x					Part of Community School Coordinator position		Community School Coordinator (CSC)	List of Community Arts Organizations
1.2 Negotiate partnership agreements	1.2.1 By partnership type: Collaborative; Special; Supporting Distribute to school community	June 2019	x					Part of Community School Coordinator position		CSC; School Community	Partnership agreements
1.3 Consistently coordinate, monitor, and modify partner activities	1.3.1 Establish regular schedule of review and feedback from partners and school community. Document and alter agreements accordingly	ongoing	x					Part of Community School Coordinator position		CSC; Partners; School Community	Review and feedback schedule; feedback documentation
1.4 Convey evolving school needs to potential partners	1.4.1 Frequent communication and coordination of school calendar and events	ongoing	x					Part of Community School Coordinator position		CSC; Partners	Communications documentation
2.1 Identify & generate facilities list	2.1.1 List will be used to establish partnering relationships	June 2019	x					Part of Community School Coordinator position		CSC	Facilities list
2.2 Contact Venue for specifications, costs, if any, and availability	2.2.1 Collect responses and distribute to school community	June 2019	x					Part of Community School Coordinator position		CSC	Responses documentation; communications documentation
2.3 Coordinate venues with partner and school needs	2.3.1 Communicate - Calendar of events	June 2019	x					Part of Community School Coordinator position; in-kind costs of donated venue space		School Community; CSC; Partners; Venues	Admin/staff feedback on calendaring and communication; what is working well? what is still needed?
3.1 Identify potential community partners for classroom enrichment and support	3.1.1 List and recruit Churches, schools, individuals, Social and/or Service Organizations, etc	ongoing	x					Part of Community School Coordinator position			List of community partners; teacher/admin/other staff/community partner feedback on ease of process to learn about connect, and work with partner organizations
	3.1.2 Contract with and confirm participation	ongoing	x					Part of Community School Coordinator position			Contract documentation
	3.1.3 Establish feedback and evaluation process for community partners and school community	June 2019	x					Part of Community School Coordinator position			Feedback process documentation; teacher/admin/ community partner feedback on ease of process (to learn about, connect and work with partner organizations)
	3.1.4 Provide Arts Liaisons to build partnerships with local arts organizations; coordinate arts volunteer program; coordinate BMLK museum program and other exhibits and performances (also on working with General Education classroom teachers on arts integration; see Curriculum Goal)	ongoing	x	x	x	x	x		\$12.5K/yr (See Foundation Goal)		Teacher/Admin feedback on how services meet needs, what is still needed



The California Arts Project



PROPOSED V&PA BUDGET - 2018 - 2019

Estimated District + CFE Costs in support of the Visual and Performing
Arts Strategic Plan

Arts Personnel Costs

Staff Member	2018-2019 District	2018-2019 CFE
Visual Art Teacher	\$ 34,000	\$ 14,250 Open Studio
Music Teacher	\$ 34,000	\$ 13,800 Soundwaves
Arts Liaisons		\$ 12,500
Benefits	\$ 13,600	
Total	\$ 81,600	\$ 40,550

Non-Personnel Expenses

	2018-2019 District	2018-2019 CFE
Arts Planning		\$ 4,000
Theater Integration Project		\$ 12,000
Chorus Project		\$ 2,000
Guest Artist Project		\$ 2,000
Scholarships (Private Lessons; Workshops, Summer Camps)		\$ 15,200
Community Outreach (e.g., exhibits, performances,activities)		\$ 1,100
Professional Development		\$ 2,500 Planning
V&PA Curriculum Committee		\$ 2,000
Total		\$ 40,800

Total Budgetary Impact (District + CFE)

	2018-2019 District	2018-2019 CFE
Personnel	\$ 81,600	\$ 40,550
Non-Personnel Expenses		\$ 40,800
Supplies	\$ 4,000	\$ 1,500
Equipment and Instrument Repairs	\$ 3,500	\$ 1,500
Grand Total	\$ 89,100	\$ 84,350

DISTRICT BUDGET IMPACT (5 YEAR PLAN)

Estimated District Costs in support of the V&PA Strategic Plan

Arts Personnel Costs

Staff Member	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Visual Art Teacher	\$ 34,000	\$ 51,000	\$ 68,000	\$ 85,000	\$ 85,000
Music Teacher	\$ 34,000	\$ 51,000	\$ 68,000	\$ 85,000	\$ 85,000
Dance Teacher			\$ 17,000	\$ 34,000	\$ 42,500
Theater Teacher		\$ 17,000	\$ 34,000	\$ 42,500	\$ 42,500
Benefits	\$ 13,600	\$ 24,000	\$ 37,400	\$ 49,300	\$ 51,000
Total	\$ 81,600	\$143,000	\$224,400	\$295,800	\$306,000

Arts Professional Development (Personnel Costs)*

Training	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
1.1.1. Begin PD for TK-8 in Visual Arts					\$25,000
1.1.2 PD for TK-8 in Music		\$ 25,000 (2 days)			
1.2.1 PD for Single Subject Art and Music		\$ 6,000		\$ 6,000	
1.4.1 PD for TK-8 in Theater			\$ 25,000 (2 days)		
1.5.1 PD for TK-8 in Dance				\$ 25,000 (2 days)	
Sub-Total		\$ 31,000	\$ 25,000	\$ 31,000	\$ 25,000
Benefits Contribution		\$ 6,200	\$ 5,000	\$ 6,200	\$ 5,000
Total		\$ 37,200	\$ 30,000	\$ 37,200	\$ 30,000

* CFE will provide the costs of professional development program planning and delivery.

Total Budgetary Impact (District)

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Personnel	\$ 81,600	\$ 143,000	\$ 224,400	\$ 295,800	\$ 306,000
Professional Development		\$ 37,200	\$ 30,000	\$ 37,200	\$ 30,000
Scope and Sequence Development		\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Supplies	\$ 4,000	\$ 4,000	\$ 6,000	\$ 8,000	\$ 8,000
Equipment, Instrument Repairs	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
Grand Total	\$ 89,100	\$ 190,700	\$ 266,900	\$ 347,500	\$ 350,500

RESOURCES

Notable Publications

- *Beyond Creating: The Place for Art in America's Schools: A Report*, Getty Center for Education in the Arts
- *The Arts and the Creation of Mind*, Elliot Eisner
- *Making Thinking Visible: How to Promote Engagement, Understanding, Independence for All Learners*, Ron Ritchhart, Mark Church, Karin Morrison

Standards and Frameworks

- National Core Arts Standards (nationalartsstandards.org)
- CA Visual and Performing Arts Content Standards (under revision)
<https://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>
- Visual and Performing Arts Framework, CA Department of Education (under revision)
<https://www.cde.ca.gov/vpa/framework>

Initiatives

- Project Zero, Harvard University www.pz.harvard.edu
- California County Superintendents Arts Initiative www.ccsesaarts.org

Professional Development

- The California Arts Project (TCAP) <https://csmp.ucop.edu> >TCAP
- The California Subject Matter Projects (CSMP) <https://csmp.ucop.edu>
- CA Dance Education Association <https://cdeadance.org>
- CA Music Educators Association www.calmusiced.com
- CA Art Education Association www.caea-arteducation.org
- CA Educational Theatre Association www.cetoweb.org

SMCSD

- SMCSD Local Control Accountability Plan 2017-2019 www.smcsd.org >LCAP
- SMCSD Visual and Performing Arts Policy:

The Board of Trustees believes that visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels. The district's arts education program shall provide opportunities for appreciation, creation, and performance of the arts.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

The Board shall adopt academic standards for dance, music, theatre, and visual arts that describe the skills, knowledge, and abilities that students shall be expected to possess at each grade level.

The district's standards shall meet or exceed state content standards for each of these disciplines.

(cf. 6011 - Academic Standards)

The Superintendent or designee shall develop a sequential curriculum for dance, music, theatre, and visual arts which is consistent with the state curriculum framework and includes the following strands:

1. Artistic perception: processing, analyzing, and responding to sensory information through the use of language and skills unique to each arts discipline
2. Creative expression: composing, arranging, and performing a work and using a variety of means to communicate meaning and intent in one's own original works
3. Historical and cultural context: understanding the historical contributions and cultural dimensions of an arts discipline
4. Aesthetic valuing: analyzing and critically assessing works of dance, music, theatre, and visual arts
5. Connections, relations, and applications: connecting, comparing, and applying what is learned in one arts discipline to learning in the other arts, other subject areas, and careers

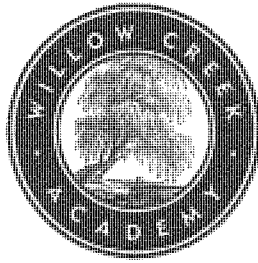
(cf. 6141 - Curriculum Development and Evaluation)

The Board shall adopt standards-based instructional materials for visual and performing arts in accordance with applicable law, Board policy, and administrative regulation. In addition, the Board encourages teachers to incorporate a variety of media and technologies into lessons, presentations, and explorations in each of the arts disciplines.

Welcome to the Art Room

*This place is to open your mind and create your dreams.
You will open your heart to designs and colors.
You will learn to . . . work with other people.
Read books to give you ideas of what you want to build.
You will mix colors and shapes together.
Give your Mind Space.*

BMLK Student



Willow Creek
ACADEMY

March 13, 2018

Amy Prescott
Sausalito Marin City School District
200 Phillips Drive
Sausalito, CA 94965

Subject: 2017/18 Second Interim Budget Submission

Enclosed are the Second Interim Budget Submission documents for Willow Creek Academy. The submission includes the following items as required by the State of California:

- Charter Schools Enterprise Fund, Revenues, Expenses and Changes in Net Assets (Form 62I)
- Average Daily Attendance (Form AI)
- Cashflow Worksheet (CASH)
- Charter School Certification (CI)
- Indirect Cost Rate Worksheet (ICR)
- No Child Left Behind Maintenance of Effort Expenditures (NCMOE)

Also included are the following items requested by the County:

- WCA 17-18 Multi-Year Budget

We again appreciate your careful review of our programmatic and financial operations, and we look forward to working with you and your staff on any issues that you may wish to discuss.

Sincerely,

Tara Seekins
Head of School

Willow Creek Academy, assumptions for the budget, year ending June 30, 2018

- Enrollment is currently estimated at 411.
- State Aid, EPA and In-Lieu revenues are projected based on MCOE's current LCFF funding model.
- Federal and State revenues reflect the latest available information, including \$55,189 for one-time Discretionary funding.
- Prop 39 added revenues of \$144,311 and expenses of \$249,125--representing total expenditures funded by three years of revenue totaling \$261,721--have been added to this budget, producing an artificial net deficit for this activity of (\$104,814) for the current year.
- Private Revenues from sources consistent over past years are budgeted based on current information.
- Salaries reflect a 2% COLA, the addition of one new classified student support coordinator and the elimination of the food services director position. Fringe benefit calculations reflect the latest available information.
- Books/Supplies reflect a \$13k decrease, Services/Operating expenditures reflect a \$248k increase, including a \$249k increase in Prop 39.
- Per the fiscal year 2016/17 agreement between SMCS D and WCA, Basic Aid Excess of \$42.5k has been added to this budget.
- One-time net costs of \$147,674 generate a budgeted Net Decrease for the year of \$112,408, compared to an unanticipated surplus of \$236,972 for the year ending June 30, 2017 resulting from unbudgeted year-end one-time revenues paid by the District to WCA totaling \$333,953.

Assumptions for the Multi Year Budget Projection:

- Enrollment is currently projected 412 in years 18/19 and 19/20.
- State Aid, EPA and In-Lieu revenues are projected based on MCOE's current LCFF funding model.
- Other Local Revenue grants that are historically received each year have been carried forward to future years.
- Food Service and After School Revenue and Expenses were calculated using an estimated per pupil utilization and estimated in-house Food Service and After School costs.
- Certificated and Classified salaries for year 18/19 were calculated to reflect a 2.00% cost of living adjustment and a reduction of 1.0 certificated FTE. Year 19/20 salaries reflect a 2.00% cost of living adjustment.
- Instructional Materials and Other Materials were increased slightly for years 18/19 and 19/20.
- The above generate a budgeted Net Increase for the year of \$21,863 for year 18/19 and \$370 for year 19/20.

G = General Ledger Data; S = Supplemental Data

		Data Supplied For:			
		2017-18			
		Board			
		Approved			
		Operating			
		Budget			
Form	Description	2017-18 Original Budget	2017-18 Board Approved Operating Budget	2017-18 Actuals to Date	2017-18 Projected Totals
01I	General Fund/County School Service Fund				
11I	Adult Education Fund				
12I	Child Development Fund				
13I	Cafeteria Special Revenue Fund				
14I	Deferred Maintenance Fund				
15I	Pupil Transportation Equipment Fund				
17I	Special Reserve Fund for Other Than Capital Outlay Projects				
18I	School Bus Emissions Reduction Fund				
19I	Foundation Special Revenue Fund				
20I	Special Reserve Fund for Postemployment Benefits				
21I	Building Fund				
25I	Capital Facilities Fund				
30I	State School Building Lease-Purchase Fund				
35I	County School Facilities Fund				
40I	Special Reserve Fund for Capital Outlay Projects				
49I	Capital Project Fund for Blended Component Units				
51I	Bond Interest and Redemption Fund				
52I	Debt Service Fund for Blended Component Units				
53I	Tax Override Fund				
56I	Debt Service Fund				
57I	Foundation Permanent Fund				
61I	Cafeteria Enterprise Fund				
62I	Charter Schools Enterprise Fund	G	G	G	G
63I	Other Enterprise Fund				
66I	Warehouse Revolving Fund				
67I	Self-Insurance Fund				
71I	Retiree Benefit Fund				
73I	Foundation Private-Purpose Trust Fund				
AI	Average Daily Attendance	S	S		S
CASH	Cashflow Worksheet				S
CHG	Change Order Form				
CI	Interim Certification				S
ESMOE	Every Student Succeeds Act Maintenance of Effort				GS
ICR	Indirect Cost Rate Worksheet				S
SIAI	Summary of Interfund Activities - Projected Year Totals				

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	3,305,653.00	3,254,538.00	1,682,136.00	3,259,839.00	5,301.00	0.2%
2) Federal Revenue		8100-8299	146,134.00	153,472.00	78,067.43	153,472.00	0.00	0.0%
3) Other State Revenue		8300-8599	148,581.00	212,869.00	54,778.62	358,248.00	145,379.00	68.3%
4) Other Local Revenue		8600-8799	537,628.00	527,740.00	108,898.83	555,761.00	28,021.00	5.3%
5) TOTAL, REVENUES			4,137,996.00	4,148,619.00	1,923,880.88	4,327,320.00		
B. EXPENSES								
1) Certificated Salaries		1000-1999	1,721,902.00	1,709,641.00	939,105.99	1,675,662.00	33,979.00	2.0%
2) Classified Salaries		2000-2999	1,064,659.00	1,101,022.00	580,108.73	1,125,870.00	(24,848.00)	-2.3%
3) Employee Benefits		3000-3999	474,140.00	483,430.00	266,652.39	473,450.00	9,980.00	2.1%
4) Books and Supplies		4000-4999	316,128.00	313,112.00	182,815.38	299,775.00	13,337.00	4.3%
5) Services and Other Operating Expenses		5000-5999	526,590.00	556,630.00	206,818.32	804,123.00	(247,493.00)	-44.5%
6) Depreciation		6000-6999	17,817.00	18,349.00	0.00	18,349.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	42,500.00	(42,500.00)	New
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			4,121,236.00	4,182,184.00	2,175,500.81	4,439,729.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			16,760.00	(33,565.00)	(251,619.93)	(112,409.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			16,760.00	(33,565.00)	(251,619.93)	(112,409.00)		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	856,363.00	1,116,708.00		1,116,708.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			856,363.00	1,116,708.00		1,116,708.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			856,363.00	1,116,708.00		1,116,708.00		
2) Ending Net Position, June 30 (E + F1e)			873,123.00	1,083,143.00		1,004,299.00		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	31,470.00	31,470.00		12,596.00		
c) Unrestricted Net Position		9790	841,653.00	1,051,673.00		991,703.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	284,893.00	273,174.00	173,910.00	279,358.00	6,184.00	2.3%
Education Protection Account State Aid - Current Year		8012	79,230.00	78,090.00	37,462.00	78,090.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	2,941,530.00	2,903,274.00	1,470,764.00	2,902,391.00	(883.00)	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,305,653.00	3,254,538.00	1,682,136.00	3,259,839.00	5,301.00	0.2%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	76,714.00	74,281.00	30,616.43	74,281.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	59,702.00	59,497.00	43,957.00	59,497.00	0.00	0.0%
Title I, Part D, Local Delinquent Program	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Educator Quality	4035	8290	979.00	9,913.00	2,478.00	9,913.00	0.00	0.0%
Title III, Part A, Immigrant Education Program	4201	8290	0.00	1,938.00	1,016.00	1,938.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	8,739.00	7,843.00	0.00	7,843.00	0.00	0.0%
Title V, Part B, Public Charter Schools Grant Program (PCSGP) (NCLB)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Acts	3012-3020, 3030-3199, 4036-4126, 5510	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			146,134.00	153,472.00	78,067.43	153,472.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	6,179.00	5,300.00	2,200.37	5,300.00	0.00	0.0%
Mandated Costs Reimbursements		8550	5,323.00	60,512.00	24,352.00	61,145.00	633.00	1.0%
Lottery - Unrestricted and Instructional Materials		8560	77,679.00	82,192.00	28,226.25	82,627.00	435.00	0.5%
After School Education and Safety (ASES)	6010	8590	59,400.00	64,865.00	0.00	64,865.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	144,311.00	144,311.00	New
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			148,581.00	212,869.00	54,778.62	358,248.00	145,379.00	68.3%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	115,278.00	105,000.00	56,972.80	105,000.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	350.00	350.00	122.54	350.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	422,000.00	422,390.00	51,803.49	450,411.00	28,021.00	6.6%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			537,628.00	527,740.00	108,898.83	555,761.00	28,021.00	5.3%
TOTAL, REVENUES			4,137,996.00	4,148,619.00	1,923,880.88	4,327,320.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	1,517,520.00	1,522,521.00	832,376.91	1,488,542.00	33,979.00	2.2%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	204,382.00	187,120.00	106,729.08	187,120.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,721,902.00	1,709,641.00	939,105.99	1,675,662.00	33,979.00	2.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	584,061.00	596,222.00	321,753.02	626,470.00	(30,248.00)	-5.1%
Classified Support Salaries		2200	311,479.00	328,819.00	160,641.99	324,354.00	4,465.00	1.4%
Classified Supervisors' and Administrators' Salaries		2300	68,000.00	69,445.00	34,319.05	67,014.00	2,431.00	3.5%
Clerical, Technical and Office Salaries		2400	101,119.00	101,731.00	60,356.67	102,306.00	(575.00)	-0.6%
Other Classified Salaries		2900	0.00	4,805.00	3,038.00	5,726.00	(921.00)	-19.2%
TOTAL, CLASSIFIED SALARIES			1,064,659.00	1,101,022.00	580,108.73	1,125,870.00	(24,848.00)	-2.3%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	213,173.00	215,016.00	113,287.86	211,410.00	3,606.00	1.7%
Health and Welfare Benefits		3401-3402	144,990.00	159,715.00	90,698.71	154,962.00	4,753.00	3.0%
Unemployment Insurance		3501-3502	5,394.00	5,405.00	1,739.27	5,381.00	24.00	0.4%
Workers' Compensation		3601-3602	34,830.00	25,577.00	13,919.03	25,149.00	428.00	1.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	75,753.00	77,717.00	47,007.52	76,548.00	1,169.00	1.5%
TOTAL, EMPLOYEE BENEFITS			474,140.00	483,430.00	266,652.39	473,450.00	9,980.00	2.1%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	35,000.00	39,000.00	45,980.43	47,000.00	(8,000.00)	-20.5%
Books and Other Reference Materials		4200	8,000.00	4,000.00	895.00	2,000.00	2,000.00	50.0%
Materials and Supplies		4300	119,128.00	122,159.00	55,340.40	113,822.00	8,337.00	6.8%
Noncapitalized Equipment		4400	34,000.00	37,953.00	22,805.92	26,953.00	11,000.00	29.0%
Food		4700	120,000.00	110,000.00	57,793.63	110,000.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			316,128.00	313,112.00	182,815.38	299,775.00	13,337.00	4.3%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	249,125.00	(249,125.00)	New
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	3,685.00	5,975.00	2,736.04	5,975.00	0.00	0.0%
Insurance		5400-5450	16,192.00	16,570.00	4,934.00	16,644.00	(74.00)	-0.4%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	33,300.00	33,300.00	20,399.07	33,300.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	465,713.00	493,085.00	177,351.21	493,879.00	(794.00)	-0.2%
Communications		5900	7,700.00	7,700.00	1,398.00	5,200.00	2,500.00	32.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			526,590.00	556,630.00	206,818.32	804,123.00	(247,493.00)	-44.5%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
DEPRECIATION								
Depreciation Expense		6900	17,817.00	18,349.00	0.00	18,349.00	0.00	0.0%
TOTAL, DEPRECIATION			17,817.00	18,349.00	0.00	18,349.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	42,500.00	(42,500.00)	New
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	42,500.00	(42,500.00)	New
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			4,121,236.00	4,182,184.00	2,175,500.81	4,439,729.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2017/18
		Projected Year Totals
6230		12,596.00
Total, Restricted Net Position		<u>12,596.00</u>

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	0.00	0.00	0.00	0.00	0.00	0%
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
4. Total, District Regular ADA (Sum of Lines A1 through A3)	0.00	0.00	0.00	0.00	0.00	0%
5. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	0.00	0.00	0.00	0.00	0.00	0%
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0%
2. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0%
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0%
4. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
5. County Operations Grant ADA	0.00	0.00	0.00	0.00	0.00	0%
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01						
1. Total Charter School Regular ADA	396.15	390.45	390.45	390.45	0.00	0%
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole. Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0%
3. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0%
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	396.15	390.45	390.45	390.45	0.00	0%
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62						
5. Total Charter School Regular ADA	0.00	0.00	0.00	0.00	0.00	0%
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole. Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0%
7. Charter School Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools	0.00	0.00	0.00	0.00	0.00	0%
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0%
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0%
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	396.15	390.45	390.45	390.45	0.00	0%

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
January										
A. BEGINNING CASH			753,349.00	700,908.00	583,469.00	690,508.00	651,624.00	595,590.00	621,799.00	733,773.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		15,810.00	15,810.00	47,189.00	28,458.00	28,458.00	47,189.00	28,458.00	21,090.00
Property Taxes	8020-8079		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Miscellaneous Funds	8080-8099		0.00	176,492.00	352,984.00	235,322.00	235,322.00	235,322.00	235,322.00	235,322.00
Federal Revenue	8100-8299		0.00	0.00	2,478.00	18,232.00	9,861.00	9,833.00	37,664.00	7,604.00
Other State Revenue	8300-8599		0.00	0.00	2,458.00	276.00	6,634.00	44,849.00	561.00	534.00
Other Local Revenue	8600-8799		0.00	8,107.00	25,963.00	14,385.00	35,301.00	16,485.00	8,658.00	36,076.00
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			15,810.00	200,409.00	431,072.00	296,673.00	315,576.00	353,678.00	310,663.00	300,626.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		9,427.00	159,018.00	154,136.00	152,740.00	153,505.00	163,626.00	146,655.00	147,311.00
Classified Salaries	2000-2999		11,322.00	79,575.00	101,444.00	97,493.00	102,127.00	100,046.00	88,102.00	109,152.00
Employee Benefits	3000-3999		15,407.00	41,521.00	38,857.00	41,941.00	49,485.00	41,679.00	37,762.00	41,359.00
Books and Supplies	4000-4999		20,071.00	29,267.00	36,190.00	28,870.00	20,185.00	15,042.00	33,190.00	23,392.00
Services	5000-5999		14,553.00	24,670.00	21,227.00	23,267.00	68,980.00	21,553.00	32,568.00	49,802.00
Capital Outlay	6000-6599		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			70,780.00	334,051.00	351,854.00	344,311.00	394,282.00	341,946.00	338,277.00	371,016.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299	589,110.00	306,583.00	8,933.00	19,384.00	2,843.00	419.00	419.00	137,197.00	419.00
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9330	32,338.00	13,453.00	(1,969.00)	219.00	3,371.00	(1,765.00)	572.00	(2,468.00)	361.00
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		621,448.00	320,036.00	6,964.00	19,603.00	6,214.00	(1,346.00)	991.00	134,729.00	780.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	331,951.00	317,508.00	(9,240.00)	(8,219.00)	(2,539.00)	(24,018.00)	(13,485.00)	(4,859.00)	(11,581.00)
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		331,951.00	317,508.00	(9,240.00)	(8,219.00)	(2,539.00)	(24,018.00)	(13,485.00)	(4,859.00)	(11,581.00)
Nonoperating										
Suspense Clearing	9910		1.00	(1.00)	(1.00)	1.00	0.00	1.00	0.00	(1.00)
TOTAL BALANCE SHEET ITEMS		289,497.00	2,529.00	16,203.00	27,821.00	8,754.00	22,672.00	14,477.00	139,588.00	12,360.00
E. NET INCREASE/DECREASE (B - C + D)			(52,441.00)	(117,439.00)	107,039.00	(38,884.00)	(56,034.00)	26,209.00	111,974.00	(58,030.00)
F. ENDING CASH (A + E)			700,908.00	583,469.00	690,508.00	651,624.00	595,590.00	621,799.00	733,773.00	675,743.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	January								
A. BEGINNING CASH		675,743.00	975,971.00	986,211.00	1,161,923.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	42,155.00	21,090.00	21,090.00	40,651.00	0.00	0.00	357,448.00	357,448.00
Property Taxes	8020-8079	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Miscellaneous Funds	8080-8099	398,768.00	199,384.00	199,384.00	199,384.00	199,385.00	0.00	2,902,391.00	2,902,391.00
Federal Revenue	8100-8299	23,989.00	6,685.00	9,657.00	22,885.00	4,585.00	0.00	153,473.00	153,472.00
Other State Revenue	8300-8599	19,023.00	18,974.00	123,637.00	105,065.00	36,235.00	0.00	358,246.00	358,248.00
Other Local Revenue	8600-8799	170,006.00	19,576.00	180,006.00	41,200.00	0.00	0.00	555,763.00	555,761.00
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		653,941.00	265,709.00	533,774.00	409,185.00	240,205.00	0.00	4,327,321.00	4,327,320.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	147,311.00	147,311.00	147,311.00	147,311.00	0.00	0.00	1,675,662.00	1,675,662.00
Classified Salaries	2000-2999	109,152.00	109,152.00	109,152.00	109,152.00	0.00	0.00	1,125,869.00	1,125,870.00
Employee Benefits	3000-3999	41,359.00	41,359.00	41,359.00	41,359.00	0.00	0.00	473,447.00	473,450.00
Books and Supplies	4000-4999	23,392.00	23,392.00	23,392.00	23,392.00	0.00	0.00	299,775.00	299,775.00
Services	5000-5999	49,802.00	67,715.00	49,802.00	49,802.00	330,382.00	0.00	804,123.00	804,123.00
Capital Outlay	6000-6599	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499	0.00	0.00	0.00	42,500.00	0.00	0.00	42,500.00	42,500.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS		371,016.00	388,929.00	371,016.00	413,516.00	330,382.00	0.00	4,421,376.00	4,421,380.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Accounts Receivable	9200-9299	419.00	111,654.00	419.00	419.00	0.00	0.00	589,108.00	
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Prepaid Expenditures	9330	5,303.00	10,226.00	956.00	1,683.00	0.00	0.00	29,942.00	
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		5,722.00	121,880.00	1,375.00	2,102.00	0.00	0.00	619,050.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	(11,581.00)	(11,581.00)	(11,581.00)	(11,581.00)	128,925.00	0.00	326,168.00	
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		(11,581.00)	(11,581.00)	(11,581.00)	(11,581.00)	128,925.00	0.00	326,168.00	
<u>Nonoperating</u>									
Suspense Clearing	9910	0.00	(1.00)	(2.00)	0.00	0.00	0.00	(3.00)	
TOTAL BALANCE SHEET ITEMS		17,303.00	133,460.00	12,954.00	13,683.00	(128,925.00)	0.00	292,879.00	
E. NET INCREASE/DECREASE (B - C + D)		300,228.00	10,240.00	175,712.00	9,352.00	(219,102.00)	0.00	198,824.00	(94,060.00)
F. ENDING CASH (A + E)		975,971.00	986,211.00	1,161,923.00	1,171,275.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								952,173.00	

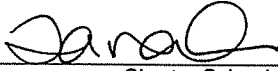
	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	January									
A. BEGINNING CASH			1,171,275.00	1,171,275.00	1,171,275.00	1,171,275.00	1,171,275.00	1,171,275.00	1,171,275.00	1,171,275.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019									
Property Taxes	8020-8079									
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299									
Other State Revenue	8300-8599									
Other Local Revenue	8600-8799									
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999									
Classified Salaries	2000-2999									
Employee Benefits	3000-3999									
Books and Supplies	4000-4999									
Services	5000-5999									
Capital Outlay	6000-6599									
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)			1,171,275.00	1,171,275.00	1,171,275.00	1,171,275.00	1,171,275.00	1,171,275.00	1,171,275.00	1,171,275.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name)	January								
A. BEGINNING CASH		1,171,275.00	1,171,275.00	1,171,275.00	1,171,275.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019							0.00	
Property Taxes	8020-8079							0.00	
Miscellaneous Funds	8080-8099							0.00	
Federal Revenue	8100-8299							0.00	
Other State Revenue	8300-8599							0.00	
Other Local Revenue	8600-8799							0.00	
Interfund Transfers In	8910-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999							0.00	
Classified Salaries	2000-2999							0.00	
Employee Benefits	3000-3999							0.00	
Books and Supplies	4000-4999							0.00	
Services	5000-5999							0.00	
Capital Outlay	6000-6599							0.00	
Other Outgo	7000-7499							0.00	
Interfund Transfers Out	7600-7629							0.00	
All Other Financing Uses	7630-7699							0.00	
TOTAL DISBURSEMENTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							0.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)		1,171,275.00	1,171,275.00	1,171,275.00	1,171,275.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								1,171,275.00	

Charter Number: 351

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2017-18 CHARTER SCHOOL INTERIM REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: 
Charter School Official
(Original signature required)

Date: 3/13/18

Printed
Name: Tara Seekins

Title: Head of School

For additional information on the interim report, please contact:

Charter School Contact:

Donna Strong
Name

Business Service Manager
Title

530-647-1733
Telephone

donnas@adminres.com
E-mail Address

Section I - Expenditures	Funds 01, 09, and 62			2017-18 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	4,439,729.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	370,023.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	18,349.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				18,349.00
D. Plus additional MOE expenditures:			1000-7143, 7300-7439 minus 8000-8699	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All		0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				4,051,357.00

Section II - Expenditures Per ADA		2017-18 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form AI, Column C, Line C9)*		390.45
B. Expenditures per ADA (Line I.E divided by Line II.A)		10,376.12
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		
	Total	Per ADA
A. Base expenditures (Preloaded expenditures extracted from prior year Unaudited Actuals MOE Calculation) (Note: If the prior year MOE was not met, in its final determination, CDE will adjust the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	3,675,311.00	9,813.91
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	3,675,311.00	9,813.91
B. Required effort (Line A.2 times 90%)	3,307,779.90	8,832.52
C. Current year expenditures (Line I.E and Line II.B)	4,051,357.00	10,376.12
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2019-20 may be reduced by the lower of the two percentages)	0.00%	0.00%

*Interim Periods - Annual ADA not available from Form AI. For your convenience, Projected Year Totals Estimated P-2 Report ADA has been preloaded. Manual adjustment may be required to reflect estimated Annual ADA.

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 0.00
2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. 0.00
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

All General Administrative duties are performed off-site by a Contracted Service Provider.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 3,274,982.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 0.00%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. 0.00
Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	171,170.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	0.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	0.00
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	171,170.00
9. Carry-Forward Adjustment (Part IV, Line F)	6,492.86
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	177,662.86

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	2,696,118.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	542,007.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	504,754.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	99,286.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	0.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	11,000.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	100,420.00
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	5,000.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
17. Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
18. Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)	3,958,585.00

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs)

(Line A8 divided by Line B18)

4.32%

D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2019-20 see www.cde.ca.gov/fg/ac/ic)

(Line A10 divided by Line B18)

4.49%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	171,170.00
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	0.00
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (4.16%) times Part III, Line B18); zero if negative	6,492.86
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (4.16%) times Part III, Line B18) or (the highest rate used to recover costs from any program (0%) times Part III, Line B18); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	6,492.86
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	6,492.86

Willow Creek Academy
Sausalito Marin City Elementary
Marin County

Second Interim
2017-18 Projected Year Totals
Exhibit A: Indirect Cost Rates Charged to Programs

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Form ICR

Approved indirect cost rate: 4.16%
Highest rate used in any program: 0.00%

<u>Fund</u>	<u>Resource</u>	<u>Eligible Expenditures (Objects 1000-5999 except Object 5100)</u>	<u>Indirect Costs Charged (Objects 7310 and 7350)</u>	<u>Rate Used</u>
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Second Interim
2017-18 Original Budget
Technical Review Checks

Willow Creek Academy
Sausalito Marin City Elementary

Marin County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
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IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid.	<u>PASSED</u>
CHK-FUND09-ACTIVITY - (F) - There is no activity in Fund 09.	<u>PASSED</u>
CHECKRESOURCE - (W) - All RESOURCE codes must be valid.	<u>PASSED</u>
CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code.	<u>PASSED</u>
CHECKGOAL - (F) - All GOAL codes must be valid.	<u>PASSED</u>
CHECKFUNCTION - (F) - All FUNCTION codes must be valid.	<u>PASSED</u>
CHECKOBJECT - (F) - All OBJECT codes must be valid.	<u>PASSED</u>
CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid.	<u>PASSED</u>
CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.	<u>PASSED</u>
CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>

CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, and 3332. PASSED

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (W) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (W) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

LCFF-TRANSFER - (W) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRA-FD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRA-FD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRA-FD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by resource. PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 73). PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 73. PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 73. PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 73. PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund. PASSED

OBJ-POSITIVE - (W) - All applicable objects should have a positive balance by resource, by fund. PASSED

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. PASSED

SUPPLEMENTAL CHECKS

EXPORT CHECKS

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the

affected forms must be opened and saved.

PASSED

Checks Completed.

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Second Interim
2017-18 Board Approved Operating Budget
Technical Review Checks

Willow Creek Academy
Sausalito Marin City Elementary

Marin County

Following is a chart of the various types of technical review checks and related requirements:

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- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid.	<u>PASSED</u>
CHK-FUND09-ACTIVITY - (F) - There is no activity in Fund 09.	<u>PASSED</u>
CHECKRESOURCE - (W) - All RESOURCE codes must be valid.	<u>PASSED</u>
CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code.	<u>PASSED</u>
CHECKGOAL - (F) - All GOAL codes must be valid.	<u>PASSED</u>
CHECKFUNCTION - (F) - All FUNCTION codes must be valid.	<u>PASSED</u>
CHECKOBJECT - (F) - All OBJECT codes must be valid.	<u>PASSED</u>
CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid.	<u>PASSED</u>
CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.	<u>PASSED</u>
CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>

CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, and 3332. PASSED

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (W) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (W) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

LCFF-TRANSFER - (W) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRA-FD-DIR-COST - (W) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRA-FD-INDIRECT - (W) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRA-FD-INDIRECT-FN - (W) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (W) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (W) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

EPA-CONTRIB - (W) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). PASSED

LOTTERY-CONTRIB - (W) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by resource. PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

EXCESS-ASSIGN-REU - (W) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 73). PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 73. PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 73. PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 73. PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund. PASSED

OBJ-POSITIVE - (W) - All applicable objects should have a positive balance by resource, by fund. PASSED

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. PASSED

CEFB-POSITIVE - (W) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. PASSED

SUPPLEMENTAL CHECKS

EXPORT CHECKS

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the

affected forms must be opened and saved.

PASSED

Checks Completed.

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Second Interim
2017-18 Actuals to Date
Technical Review Checks

Willow Creek Academy
Sausalito Marin City Elementary

Marin County

Following is a chart of the various types of technical review checks and related requirements:

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- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid.	<u>PASSED</u>
CHK-FUND09-ACTIVITY - (F) - There is no activity in Fund 09.	<u>PASSED</u>
CHECKRESOURCE - (W) - All RESOURCE codes must be valid.	<u>PASSED</u>
CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code.	<u>PASSED</u>
CHECKGOAL - (F) - All GOAL codes must be valid.	<u>PASSED</u>
CHECKFUNCTION - (F) - All FUNCTION codes must be valid.	<u>PASSED</u>
CHECKOBJECT - (F) - All OBJECT codes must be valid.	<u>PASSED</u>
CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid.	<u>PASSED</u>
CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.	<u>PASSED</u>
CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>

CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, and 3332. PASSED

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (W) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (W) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

LCFF-TRANSFER - (W) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRAED-DIR-COST - (W) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRAED-INDIRECT - (W) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRAED-INDIRECT-FN - (W) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (W) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (W) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

EPA-CONTRIB - (W) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). PASSED

LOTTERY-CONTRIB - (W) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

SUPPLEMENTAL CHECKS

EXPORT CHECKS

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.

SACS2017ALL Financial Reporting Software - 2017.2.0
3/13/2018 11:04:38 AM

21-65474-6118491

Second Interim
2017-18 Projected Totals
Technical Review Checks

Willow Creek Academy
Sausalito Marin City Elementary

Marin County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid.	<u>PASSED</u>
CHK-FUND09-ACTIVITY - (F) - There is no activity in Fund 09.	<u>PASSED</u>
CHECKRESOURCE - (W) - All RESOURCE codes must be valid.	<u>PASSED</u>
CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code.	<u>PASSED</u>
CHECKGOAL - (F) - All GOAL codes must be valid.	<u>PASSED</u>
CHECKFUNCTION - (F) - All FUNCTION codes must be valid.	<u>PASSED</u>
CHECKOBJECT - (F) - All OBJECT codes must be valid.	<u>PASSED</u>
CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid.	<u>PASSED</u>
CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.	<u>PASSED</u>
CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>

CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, and 3332. PASSED

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (W) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (W) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (W) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

LCFF-TRANSFER - (W) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRA-FD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRA-FD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRA-FD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by resource. PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 73). PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 73. PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 73. PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 73. PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 9792) should be positive by resource, by fund. PASSED

OBJ-POSITIVE - (W) - All applicable objects should have a positive balance by resource, by fund. PASSED

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. PASSED

SUPPLEMENTAL CHECKS

EXPORT CHECKS

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms

should be corrected before an official export is completed. PASSED

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export can be completed. PASSED

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.

Export Log
Period: Second Interim
Type of Export: Official

=====

LEA: 21-65474-6118491 Willow Creek Academy

Official Check for LEA: 21-65474-6118491 is good

Export of USER General Ledger started at 3/13/2018 11:00:25 AM

OFFICIAL Header for LEA: 21-65474-6118491 Willow Creek Academy
VERSION 2017.2.0

Fiscal Year: 2017-18
Type of Data: Actuals to Date
Number of records exported in group 1: 119

Fiscal Year: 2017-18
Type of Data: Board Approved Operating Budget
Number of records exported in group 2: 130

Fiscal Year: 2017-18
Type of Data: Original Budget
Number of records exported in group 3: 122

Fiscal Year: 2017-18
Type of Data: Projected Totals
Number of records exported in group 4: 133

Export USER General Ledger completed at 3/13/2018 11:00:25 AM

Export of Supplementals (USER ELEMENTs) started at 3/13/2018 11:00:25 AM

Fiscal Year: 2017-18
Type of Data: Actuals to Date
Number of records exported in group 5: 2

Fiscal Year: 2017-18
Type of Data: Board Approved Operating Budget
Number of records exported in group 6: 55

Fiscal Year: 2017-18
Type of Data: Original Budget
Number of records exported in group 7: 55

Fiscal Year: 2017-18
Type of Data: Projected Totals
Number of records exported in group 8: 1309

Export of Supplemental (USER ELEMENTs) completed at 3/13/2018 11:00:28 AM

Export of Explanations started at 3/13/2018 11:00:28 AM
No records to Export for Explanations.

Export of TRC Log started at 3/13/2018 11:00:28 AM

Fiscal Year: 2017-18
Type of Data: Actuals to Date
Number of records exported in group 9: 33

Fiscal Year: 2017-18
Type of Data: Board Approved Operating Budget
Number of records exported in group 10: 44

Fiscal Year: 2017-18
Type of Data: Original Budget
Number of records exported in group 11: 44

Fiscal Year: 2017-18
Type of Data: Projected Totals
Number of records exported in group 12: 46

Export of TRC Log completed at 3/13/2018 11:00:28 AM

OFFICIAL END for LEA: 21-65474-6118491 Willow Creek Academy

Exported to file: C:\SACS2017ALL\Official\21654746118491I2.DAT

End of Official Export Process

Outward Bound California

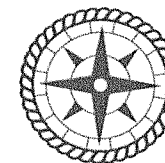
The Presidio - PO Box 29632

San Francisco, CA 94129 US

(415) 933-6222

payments@outwardboundcalifornia.org

http://outwardboundcalifornia.org/

**OUTWARD BOUND**
CALIFORNIA**INVOICE****BILL TO**

Willow Creek Academy

33 Buchanan Drive

Sausalito, CA 94965

INVOICE # XBU2-81A-1**DATE** 04/30/2018**DUE DATE** 04/18/2018**TERMS** None

ACTIVITY	QTY	RATE	AMOUNT
4080 School and Partner Program Fees:Tuition XBU2-81A: Willow Creek 6th basecamp SP 2018: 12 ADDL STUDENTS	1	3,760.00	3,760.00
4081 School & Partner Discount Program Discount Applied: 12 ADDL STUDENTS	1	-2,950.00	-2,950.00

BALANCE DUE**\$810.00**

Sausalito Marin City School District

Agenda Item: 12.02

Date: April 17, 2018

- | | |
|---|---|
| <input type="checkbox"/> Correspondence | <input type="checkbox"/> Consent Agenda |
| <input type="checkbox"/> Reports | |
| <input type="checkbox"/> General Functions | |
| <input type="checkbox"/> Pupil Services | |
| <input type="checkbox"/> Personnel Services | |
| <input checked="" type="checkbox"/> Financial & Business Procedures | |
| <input type="checkbox"/> Curriculum and Instruction | |
| <input type="checkbox"/> Policy Development | |
| <input type="checkbox"/> Public Hearings | |

Item Requires Board Action: ☐ Item is for Information Only: ☒

Item: Review of the Continuing Disclosure Annual Report for Fiscal Year Ending June 30, 2017

Background: The Sausalito Marin City School District (SMCSD) currently pays on two separate debt instruments. One is a General Obligation (GO) Bond, and as an issuer of GO bonds, SMCSD's bonds are payable from property taxes. The second debt instrument is a Certificate of Participation (COP), which is paid for using the district's general fund. All governmental agencies who issue debt are required to provide continuing disclosures of financial or operational information.

The Continuing Disclosure Report requires the issuer to file annual financial information and notices of certain material events with the Electronic Municipal Market Access, or EMMA, an electronic information repository system maintained by the Municipal Securities Rulemaking Board (MSRB).

On an annual basis, financial or operational information must be reported. In the event of a material event(s), the occurrence must be reported within 10 days after the occurrence of such event.

The District included three items in section VIII. Voluntary Disclosure (Page 2) regarding:

1. California State Attorney General's Investigation
2. Uniform Complaint filed with the California Department of Education
3. Potential Qualified certification of the District's 2017-2018 Second Interim Report due to the operational and governance irregularities currently in the District

Recommendation: Information Only

Attachments:

- Continuing Disclosure Annual Report Fiscal Year Ending June 30, 2017
- Summary Description of Continuing Disclosure

Sausalito Marin City School District

Continuing Disclosure Annual Report
Fiscal Year Ended June 30, 2017

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Appendix B:	Adopted Budget for Fiscal Year Ended June 30, 2018	B-1
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Appendix D:	Second Interim Report for Fiscal Year Ended June 30, 2018	D-1

I. Introduction

The Sausalito Marin City School District ("District") hereby provides its continuing disclosure annual report pursuant to the Continuing Disclosure Agreements in connection with the following financings for the fiscal year ended June 30, 2017 ("Annual Report"):

Base CUSIP	Financing
804569	2015 General Obligation Refunding Bonds
804571	Certificates of Participation (2013 MLK Jr. Academy Classroom Construction Project)

II. Audited Financial Statements

The District's audited financial statements for the fiscal year ended June 30, 2017 are attached hereto as Appendix A.

III. Adopted Budget

The District's adopted budget for the fiscal year ended June 30, 2018 is attached hereto as Appendix B.

IV. Interim Reports

The District's 1st and 2nd interim reports for the fiscal year ended June 30, 2018 are attached hereto as Appendix C and Appendix D.

V. Assessed Valuation

Below is the assessed valuation of taxable property in the District for the 2016-17 and 2017-18 fiscal years.

Fiscal Year	Local Secured	Utility	Unsecured	Total
2016-17	\$ 3,605,614,135	\$ 147,015	\$ 184,448,889	\$ 3,790,210,039
2017-18	\$ 3,806,448,523	\$ 147,015	\$ 190,171,456	\$ 3,996,766,994

Source: California Municipal Statistics, Inc.

VI. Secured Tax Charge and Delinquencies

Below are the secured tax charges and delinquencies in the District for the 2015-16 and 2016-17 fiscal years.

Fiscal Year	Secured	Amt Delinquent	% Delinquent
	Tax Charge ⁽¹⁾	June 30	June 30
2015-16	\$ 630,109.74	\$ 4,476.70	0.71%
2016-17	\$ 603,468.60	\$ 6,496.34	1.08%

⁽¹⁾ District's general obligation debt service levy only.

Source: California Municipal Statistics, Inc.

VII. Tax Rates

Below is a summary of the total ad valorem tax rates levied by all taxing entities in a typical tax rate area within the District for the 2016-17 and 2017-18 fiscal years.

Typical Total Tax Rates per \$100 of Assessed Valuation (TRA 9-000)		
	2016-17 ⁽¹⁾	2017-18 ⁽²⁾
General	1.0000 %	1.0000 %
Tamalpais Union High School District	0.0288	0.0269
Marin Community College District	0.0142	0.0338
Sausalito-Marin City School District	0.0166	0.0176
City of Sausalito	0.0161	0.0162
Marin Healthcare District	0.0093	0.0201
Total	1.1066 %	1.1146 %

⁽¹⁾ 2016-17 assessed valuation of TRA 9-000 is \$3,223,027,268.

⁽²⁾ 2017-18 assessed valuation of TRA 9-000 is \$3,407,641,058.

Source: California Municipal Statistics, Inc.

VIII. Voluntary Disclosure

1. The Sausalito Marin City School District and its Board of Trustees are currently under investigation by the California State Attorney General's Office. The investigation commenced in November of 2016, and is on-going. The allegations being investigated relate to intentional/unintentional discrimination and Trustee Conflict of Interest.

2. A Uniform Complaint was filed with the California Department of Education in July of 2016, alleging discrimination and Trustee Conflict of Interest. The California Department of Education has issued a finding, and the District is complying with the directives by providing requested evidence by June 30, 2018.

3. The Sausalito Marin City School District has a self certified "Positive" Fiscal Budget as of the Second Interim Financial Report for 2018. It is anticipated that the Marin County Office of Education will change that certification to "Qualified" as a result of the operational and governance irregularities of the District at this time.

The items listed above should not impact the Sausalito Marin City School District's ability to meet current Bond payment obligations.

IX. Continuing Disclosure Requirements

Below are the official statement cover pages of the long-term debt referenced in Section I of this Annual Report and excerpts of the Continuing Disclosure Agreements.

In the opinion of Quint & Thimmig LLP, Larkspur, California, Bond Counsel, subject to compliance by the District with certain covenants, under present law, interest on Bonds is excludable from gross income of the owners thereof for federal income tax purposes and is not included as an item of tax preference in computing the federal alternative minimum tax for individuals and corporations, but such interest is taken into account in computing an adjustment used in determining the federal alternative minimum tax for certain corporations. In addition, in the opinion of Bond Counsel, interest on the Bonds is exempt from personal income taxation imposed by the State of California. See "TAX MATTERS" herein.

\$16,510,000
SAUSALITO MARIN CITY SCHOOL DISTRICT
(Marin County, California)
2015 General Obligation Refunding Bonds

Dated: Date of Delivery

Due: August 1, as shown below

The \$16,510,000 Sausalito Marin City School District (Marin County, California) 2015 General Refunding Obligation Bonds (the "Bonds") are being issued by the Sausalito Marin City School District (the "District") pursuant to Article 9 of Chapter 3 (commencing with section 53550) of Division 2 of Title 5 of the California Government Code (the "Refunding Bond Law") and a resolution of the Board of Trustees of the District. The Bonds are being issued to (a) provide for the refunding of the District's outstanding (i) Sausalito Marin City School District (Marin County, California) General Obligation Bonds, Election of 2004, Series 2005, (ii) Sausalito Marin City School District (Marin County, California) General Obligation Bonds, Election of 2004, Series 2006A, comprised of current interest bonds and capital appreciation bonds, and (iii) Sausalito Marin City School District (Marin County, California) General Obligation Bonds, Election of 2004, Series 2006B, comprised of current interest bonds and capital appreciation bonds, and (b) pay for costs of issuance of the Bonds.

The Bonds constitute general obligations of the District. The Board of Supervisors of Marin County is empowered and obligated to annually levy *ad valorem* taxes, without limitation as to rate or amount, for the payment of interest on, and principal of, the Bonds upon all property subject to taxation within the District (except certain personal property which is taxable at limited rates), all as more fully described herein under "THE BONDS" and "AD VALOREM PROPERTY TAXATION."

The Bonds are issuable in denominations of \$5,000 and any integral multiple thereof. Interest on the Bonds is payable on February 1 and August 1 of each year, commencing August 1, 2015. See "THE BONDS" herein. The Bonds will be delivered in fully registered form only and, when delivered, will be registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York ("DTC"). DTC will act as securities depository of the Bonds. Ownership interests in the Bonds may be purchased in book-entry form only. Principal of and interest on the Bonds will be paid by The Bank of New York Mellon Trust Company, N.A., as paying agent, to DTC or its nominee, which will in turn remit such payment to its participants for subsequent disbursement to the beneficial owners of the Bonds. See "BOOK-ENTRY ONLY SYSTEM" herein.

The Bonds are subject to redemption prior to maturity as described herein.

MATURITIES, PRINCIPAL AMOUNTS, INTEREST RATES AND PRICES OR YIELDS

\$10,865,000 Serial Bonds

CUSIP† Prefix: 804569

Maturity (August 1)	Principal Amount	Interest Rate	Yield	CUSIP† Suffix	Maturity (August 1)	Principal Amount	Interest Rate	Yield	CUSIP† Suffix
2015	\$355,000	2.000%	0.150%	CK5	2027	\$460,000	5.000%	2.220% ^c	CX7
2016	130,000	2.000	0.390	CL3	2028	505,000	5.000	2.370 ^c	CY5
2017	150,000	2.000	0.650	CM1	2029	555,000	5.000	2.420 ^c	CZ2
2018	175,000	2.000	0.850	CN9	2030	605,000	3.000	3.070	DA6
2019	200,000	3.000	1.040	CP4	2031	645,000	3.000	3.130	DB4
2020	220,000	3.000	1.240	CQ2	2032	690,000	3.000	3.190	DC2
2021	250,000	4.000	1.440	CR0	2033	735,000	3.125	3.240	DD0
2022	280,000	4.000	1.630	CS8	2034	785,000	3.125	3.290	DE8
2023	310,000	4.000	1.770	CT6	2035	835,000	3.125	3.340	DF5
2024	345,000	4.000	1.900	CU3	2036	890,000	3.125	3.360	DG3
2025	380,000	4.000	1.990	CV1	2037	945,000	3.125	3.380	DH1
2026	420,000	5.000	2.090 ^c	CW9					

\$5,645,000 3.375% Term Bonds maturing August 1, 2042; Price: 96.944% to Yield 3.550%—CUSIP: 804569 DN8†

This cover page and the inside cover page contain information for quick reference only. They are not a summary of this issue. Potential purchasers must read the entire Official Statement to obtain information essential to making an informed investment decision.

The following firm, serving as municipal advisor to the District, has structured this issue:

WULFF, HANSEN & Co.

ESTABLISHED 1931
INVESTMENT BANKERS

The Bonds will be offered when, as and if issued, and received by the purchaser thereof, subject to the approval as to their validity by Quint & Thimmig LLP, Larkspur, California, Bond Counsel, and certain other conditions. Certain legal matters will be passed upon for the District by Quint & Thimmig LLP, Larkspur, California, Disclosure Counsel. It is anticipated that the Bonds will be available for delivery through the facilities of DTC on or about February 11, 2015.

George K. Baum & Company

January 27, 2015

†Copyright 2015, American Bankers Association. CUSIP® is a registered trademark of the American Bankers Association. CUSIP data herein is provided by CUSIP Global Services, operated by Standard & Poor's. This data is not intended to create a database and does not serve in any way as a substitute for CUSIP Global Services. CUSIP numbers have been assigned by an independent company not affiliated with the District and are included solely for the convenience of the registered owners of the Bonds. Neither the District nor the Underwriter is responsible for the selection or uses of these CUSIP numbers and no representation is made as to their correctness on the Bonds or as included herein. The CUSIP number for a specific maturity is subject to being changed after the delivery of the Bonds as a result of various subsequent actions including, but not limited to, a refunding in whole or in part or as a result of the procurement of secondary market portfolio insurance or other similar enhancement by investors that is applicable to all or a portion of certain maturities of the Bonds.

^c Priced to the August 1, 2025, par call date.

this Disclosure Certificate. The Annual Report may be submitted as a single document or as separate documents comprising a package and may cross-reference other information as provided in Section 4 of this Disclosure Certificate; provided that the audited financial statements of the District may be submitted separately from the balance of the Annual Report and later than the date required above for the filing of the Annual Report if they are not available by that date.

(b) *Change of Fiscal Year.* If the District's fiscal year changes, it shall give notice of such change in the same manner as for a Listed Event under Section 5(c), and subsequent Annual Report filings shall be made no later than nine months after the end of such new fiscal year end.

(c) *Delivery of Annual Report to Dissemination Agent.* Not later than fifteen (15) Business Days prior to the date specified in subsection (a) (or, if applicable, subsection (b)) of this Section 3 for providing the Annual Report to EMMA, the District shall provide the Annual Report to the Dissemination Agent (if other than the District). If by such date, the Dissemination Agent has not received a copy of the Annual Report, the Dissemination Agent shall notify the District.

(d) *Report of Non-Compliance.* If the District is the Dissemination Agent and is unable to file an Annual Report by the date required in subsection (a) (or, if applicable, subsection (b)) of this Section 3, the District shall send a notice to EMMA substantially in the form attached hereto as Exhibit A. If the District is not the Dissemination Agent and is unable to provide an Annual Report to the Dissemination Agent by the date required in subsection (c) of this Section 3, the Dissemination Agent shall send a notice to EMMA in substantially the form attached hereto as Exhibit A.

(e) *Annual Compliance Certification.* The Dissemination Agent shall, if the Dissemination Agent is other than the District, file a report with the District certifying that the Annual Report has been filed with EMMA pursuant to Section 3 of this Disclosure Certificate, stating the date it was so provided and filed.

Section 4. Content of Annual Reports. The Annual Report shall contain or incorporate by reference the following:

(a) *Financial Statements.* Audited financial statements of the District for the preceding fiscal year, prepared in accordance generally accepted accounting principles. If the District's audited financial statements are not available by the time the Annual Report is required to be filed pursuant to Section 3(a), the Annual Report shall contain unaudited financial statements in a format similar to the financial statements contained in the final Official Statement, and the audited financial statements shall be filed in the same manner as the Annual Report when they become available.

See Appendix A.

(b) *Other Annual Information.* To the extent not included in the audited final statements of the District, the Annual Report shall also include financial and operating data with respect to the District for preceding fiscal year, substantially similar to that provided in the corresponding tables and charts in the official statement for the Bonds, as follows:

- (i) Adopted budget (or summary) of the District for the current fiscal year, or any interim budget reports approved as of the date of filing of the Annual Report;
See Appendix B, Appendix C, and Appendix D.
- (ii) Information regarding total assessed valuation of taxable properties within the District, if and to the extent provided to the District by the County; and
See Annual Report, page 1.
- (iii) Information regarding total secured tax charges and delinquencies on taxable properties within the District, if and to the extent provided to the District by the County.
See Annual Report, page 2.

(c) *Cross References.* Any or all of the items listed above may be included by specific reference to other documents, including official statements of debt issues of the District or related public entities, which are available to the public on EMMA. The District shall clearly identify each such other document so included by reference.

If the document included by reference is a final official statement, it must be available from EMMA.

**NEW ISSUE—FULL BOOK ENTRY
BANK QUALIFIED**

**RATING:
S&P: "AA"**

In the opinion of Quint & Thimmig LLP, San Francisco, California, Special Counsel, subject to compliance by the District with certain covenants, interest with respect to the Certificates is excludable from gross income of the owners thereof for federal income tax purposes and is not included as an item of tax preference in computing the federal alternative minimum tax for individuals and corporations, but such interest is taken into account in computing an adjustment used in determining the federal alternative minimum tax for certain corporations. In addition, in the opinion of Special Counsel, the Lease Agreement is a "qualified tax-exempt obligation" under section 265(b)(3) of the Internal Revenue Code of 1986. In addition, in the opinion of Special Counsel, interest with respect to the Certificates is exempt from personal income taxation imposed by the State of California. See "TAX MATTERS" herein.

\$3,675,000
CERTIFICATES OF PARTICIPATION
(2013 MLK Jr. Academy Classroom Construction Project)
Evidencing Direct, Undivided Fractional Interests of
the Owners Thereof in Lease Payments to be Made by the
SAUSALITO MARIN CITY SCHOOL DISTRICT
(Marin County, California)
As the Rental for Certain Property Pursuant to
a Lease Agreement with the
Sausalito School District Financing Corporation

Dated: Date of Delivery

Due: November 1, as set forth below

The \$3,675,000 Certificates of Participation (2013 MLK Jr. Academy Classroom Construction Project) (the "Certificates"), are being executed and delivered to provide funds to (a) finance the MLK Jr. Academy classroom construction project for the Sausalito Marin City School District (the "District"), and (b) pay costs incurred in connection with executing and delivering the Certificates. The Certificates will evidence direct, undivided fractional interests of the owners thereof in Lease Payments (as defined herein) to be made by the District to the Sausalito School District Financing Corporation (the "Corporation") for the use and occupancy of the Property (as defined herein) under and pursuant to a Lease Agreement, dated as of February 1, 2013, by and between the Corporation and the District (the "Lease Agreement"). The Corporation will assign its right to receive Lease Payments from the District under the Lease Agreement and its right to enforce payment of the Lease Payments when due or otherwise protect its interest in the event of a default by the District thereunder to U.S. Bank National Association, San Francisco, California, as trustee (the "Trustee"), for the benefit of the registered owners of the Certificates.

The Certificates will be executed and delivered in book-entry form only, and will be initially registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York (referred to herein as "DTC"). Purchasers of the Certificates (the "Beneficial Owners") will not receive physical certificates representing their interest in the Certificates. Interest with respect to the Certificates accrues from their date of delivery, and is payable semiannually by check mailed on each May 1 and November 1, commencing November 1, 2013. The Certificates may be executed and delivered in denominations of \$5,000 or any integral multiple thereof. Payments of principal and interest with respect to the Certificates will be paid by the Trustee to DTC for subsequent disbursement to DTC Participants who will remit such payments to the Beneficial Owners of the Certificates. (See "THE CERTIFICATES—Book-Entry-Only System" herein).

The Certificates are subject to redemption, as described herein.

The District will covenant in the Lease Agreement to make all Lease Payments due under the Lease Agreement, subject to abatement during any period in which by reason of damage or destruction of the Property, or by reason of eminent domain proceedings with respect to the Property, there is substantial interference with the use and occupancy by the District of the Property or any portion thereof. The District will covenant in the Lease Agreement to take such action as may be necessary to include all Lease Payments in its annual budgets and to make the necessary annual appropriations for all such Lease Payments.

NEITHER THE CERTIFICATES NOR THE OBLIGATION OF THE DISTRICT TO MAKE LEASE PAYMENTS UNDER THE LEASE AGREEMENT CONSTITUTES A DEBT OR INDEBTEDNESS OF THE DISTRICT OR THE STATE OF CALIFORNIA OR ANY POLITICAL SUBDIVISION THEREOF WITHIN THE MEANING OF ANY CONSTITUTIONAL OR STATUTORY DEBT LIMITATIONS OR RESTRICTION OR AN OBLIGATION FOR WHICH THE DISTRICT IS OBLIGATED TO LEVY OR PLEDGE ANY FORM OF TAXATION OR FOR WHICH THE DISTRICT HAS LEVIED OR PLEDGED ANY FORM OF TAXATION.

The following firm, serving as financial advisor to the District, has structured this issue:

WULFF, HANSEN & Co.

ESTABLISHED 1931
INVESTMENT BANKERS

MATURITY SCHEDULE

\$2,045,000 Serial Certificates

CUSIP Prefix: 804571+

Maturity (November 1)	Principal Amount	Interest Rate	Price	CUSIP Suffix†	Maturity (November 1)	Principal Amount	Interest Rate	Price	CUSIP Suffix†
2014	\$ 95,000	0.500%	100.000%	AK3	2024	\$105,000	2.650%	100.000%	AV9
2015	95,000	0.650	100.000	AL1	2025	110,000	2.750	100.000	AW7
2016	95,000	0.800	100.000	AM9	2026	110,000	2.850	100.000	AX5
2017	95,000	1.000	100.000	AN7	2027	115,000	2.900	100.000	AY3
2018	95,000	1.200	100.000	AP2	2028	120,000	3.000	100.000	AZ0
2019	95,000	1.400	100.000	AQ0	2029	120,000	3.050	100.000	BA4
2020	100,000	1.700	100.000	AR8	2030	125,000	3.100	100.000	BB2
2021	100,000	2.000	100.000	AS6	2031	130,000	3.150	100.000	BC0
2022	100,000	2.300	100.000	AT4	2032	135,000	3.200	100.000	BD8
2023	105,000	2.550	100.000	AU1					

\$750,000 3.45% Term Certificates maturing November 1, 2037; Price: 100%—CUSIP†: 804571 BE6

\$880,000 3.50% Term Certificates maturing November 1, 2042; Price: 100%—CUSIP†: 804571 BF3

The cover page contains certain information for general reference only. It is not a summary of all the provisions of the Certificates. Investors must read the entire Official Statement to obtain information essential to the making of an informed investment decision. See "RISK FACTORS" herein for a discussion of special risk factors that should be considered, in addition to the other matters set forth herein, in evaluating the investment quality of the Certificates.

The Certificates will be offered when, as and if delivered and received by the Underwriter subject to approval by Quint & Thimmig LLP, San Francisco, California, as Special Counsel. Certain matters will be passed upon for the District by Quint & Thimmig LLP, San Francisco, California, as Disclosure Counsel. It is anticipated that the Certificates will be available for delivery to DTC in New York, New York, on or about February 12, 2013.

Edward Jones®

Dated: January 29, 2013

†Copyright 2012, American Bankers Association. CUSIP® is a registered trademark of the American Bankers Association. CUSIP data herein is provided by CUSIP Global Services, operated by Standard & Poor's. This data is not intended to create a database and does not serve in any way as a substitute for CUSIP Global Services. CUSIP numbers have been assigned by an independent company not affiliated with the District and are included solely for the convenience of the registered owners of the Certificates. Neither the District nor the Underwriter is responsible for the selection or uses of these CUSIP numbers and no representation is made as to their correctness on the Certificates or as included herein. The CUSIP number for a specific maturity is subject to being changed after the delivery of the Certificates as a result of various subsequent actions including, but not limited to, a refunding in whole or in part or as a result of the procurement of secondary market portfolio insurance or other similar enhancement by investors that is applicable to all or a portion of certain maturities of the Certificates.

that is consistent with the requirements of Section 4 of this Disclosure Certificate. Filing of the official statement prepared for the Certificates shall satisfy the filing requirements for 2013. The Annual Report may be submitted as a single document or as separate documents comprising a package and may cross-reference other information as provided in Section 4 of this Disclosure Certificate; provided that the audited financial statements of the District may be submitted separately from the balance of the Annual Report and later than the date required above for the filing of the Annual Report if they are not available by that date.

(b) *Change of Fiscal Year.* If the District's fiscal year changes, it shall give notice of such change in the same manner as for a Listed Event under Section 5(c), and subsequent Annual Report filings shall be made no later than nine months after the end of such new fiscal year end.

(c) *Delivery of Annual Report to Dissemination Agent.* Not later than fifteen (15) Business Days prior to the date specified in subsection (a) (or, if applicable, subsection (b)) of this Section 3 for providing the Annual Report to EMMA, the District shall provide the Annual Report to the Dissemination Agent (if other than the District). If by such date, the Dissemination Agent has not received a copy of the Annual Report, the Dissemination Agent shall notify the District.

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See Appendix A.

(b) *Other Annual Information.* To the extent not included in the audited final statements of the District, the Annual Report shall also include financial and operating data with respect to the District for preceding fiscal year, as follows:

- (i) general fund revenue sources by type (over \$1,000,000); See Appendix A, pages 16.
- (ii) combined annual contribution (District's share and employees' share) to the Public Employees Retirement System; See Appendix A, pages 42-50.
- (iii) adopted general fund budget; See Appendix B.
- (iv) tax rates; and See Annual Report, page 2.
- (v) assessed valuations. See Annual Report, page 1.

(c) *Cross References.* Any or all of the items listed above may be included by specific reference to other documents, including official statements of debt issues of the District or related public entities, which are available to the public on EMMA. The District shall clearly identify each such other document so included by reference.

If the document included by reference is a final official statement, it must be available from EMMA.

(d) *Further Information.* In addition to any of the information expressly required to be provided under paragraph (b) of this Section 4, the District shall provide such further information, if any, as may be

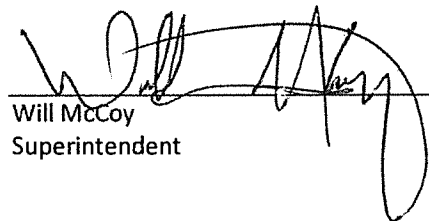
Sausalito Marin City School District
2017 Continuing Disclosure Annual Report

This Annual Report is provided solely pursuant to the District's Continuing Disclosure Agreements in connection with the above referenced financings. The filing of this Annual Report does not constitute or imply any representation (i) that all of the information provided is material to investors, (ii) regarding any other financial, operating or other information about the District or the above referenced financings, or (iii) that no changes, circumstances or events have occurred since the end of the fiscal year to which this Annual Report relates (other than as contained in this Annual Report), or any other date specified with respect to any of the information contained in this Annual Report, or that no other information exists, which may have a bearing on the security for the above referenced financings or an investor's decision to buy, sell, or hold the above referenced financings. No statement in this Annual Report should be construed as a prediction or representation about future financial performance of the District.

Certain demographic information set forth in this Annual Report, which was obtained from California Municipal Statistics, Inc., is believed by the District to be reliable, but has not been independently verified by the District and is not guaranteed as to accuracy by the District. There can be no assurance as to the accuracy of such information and inquiries concerning the scope and methodology of procedures carried out to complete such information should be directed to California Municipal Statistics, Inc.

Dated: 3/26/18

SAUSALITO MARIN CITY SCHOOL DISTRICT



Will McCoy
Superintendent

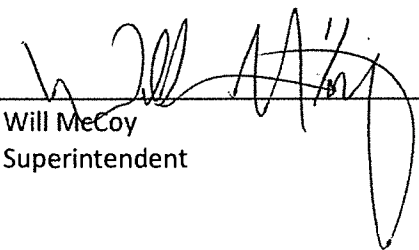
**CONTINUING DISCLOSURE CERTIFICATE
FOR FISCAL YEAR ENDING JUNE 30, 2017**

The undersigned hereby certifies on behalf of the Sausalito Marin City School District ("District") as follows:

- (1) This Certificate is delivered to enable the Dissemination Agent, Keygent LLC, of the financing(s) referenced below to submit the Issuer's Continuing Disclosure Annual Report for the fiscal year ending June 30, 2017 ("Annual Report") pursuant to Securities and Exchange Commission Rule 15c2-12 under the Securities Exchange Act of 1934 in connection with the following financing(s):
 - i. 2015 General Obligation Refunding Bonds
 - ii. Certificates of Participation (2013 MLK Jr. Academy Classroom Construction Project)
- (2) The Annual Report has been prepared setting forth the required information concerning the Issuer pursuant to its continuing disclosure obligations.
- (3) The Issuer has reviewed the Annual Report and, to the best of its knowledge and understanding, believes the information contained in the Annual Report is reliable and accurate.
- (4) The Annual Report is deemed final as of its executed date and the Issuer directs the Dissemination Agent to submit the Annual Report to the Municipal Securities Rulemaking Board.

Dated: 3/26/18

SAUSALITO MARIN CITY SCHOOL DISTRICT

By: 
Will McCoy
Superintendent

Appendix A: Audited Financial Statements for Fiscal Year Ended June 30, 2017

Appendix B: Adopted Budget for Fiscal Year Ended June 30, 2018

Appendix C: First Interim Report for Fiscal Year Ended June 30, 2018

Appendix D: Second Interim Report for Fiscal Year Ended June 30, 2018

What is Continuing Disclosure?

In order to sell most types of bonds, the municipal issuer must enter into a written agreement or undertaking to make certain annual financial information about the issuer publicly available for as long as any bonds remain outstanding. The contractual obligation by the municipal issuer to make information available on an annual basis is referred to as “continuing disclosure,” and the written document the issuer signs is usually called the “Continuing Disclosure Undertaking” or the “Continuing Disclosure Instructions.” Municipal issuers and certain other “obligated persons” are required to post this continuing disclosure information on the Municipal Securities Rulemaking Board’s Electronic Municipal Market Access (EMMA) website (www.emma.msrb.org). The exact type of information required to be updated annually and publicly disclosed through EMMA differs depending on the type of bond issue, but generally consists of the annual financial statements of the issuer and certain specific operating data. In addition, issuers are required to provide prompt notice to EMMA of certain material events, as described below.

SEC Rule 15cs requires that the following types of information be disclosed on EMMA

A. Financial or operational information:

- Annual financial statements and other operating data of the issuer or obligated person as set forth in the Continuing Disclosure Undertaking or Instructions for the bonds, which Undertaking or Instructions can be found in the bond transcript.

B. Occurrence of any of the following material events, within 10 days after the occurrence of such event:

- principal and interest payment delinquencies;
- non-payment related defaults, if material;
- unscheduled draws on debt service reserves reflecting financial difficulties;
- unscheduled draws on credit enhancements reflecting financial difficulties;
- substitution of credit or liquidity providers, or their failure to perform;
- adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the security, or other material events affecting the tax status of the security;
- modifications to rights of security holders, if material;
- bond calls, if material, and tender offers;
- defeasances;
- release, substitution or sale of property securing repayment of the securities, if material;
- rating changes;
- bankruptcy, insolvency, receivership or similar event;
- merger, consolidation, or acquisition, or entry into a definitive agreement relating to any such actions, if material;
- appointment of a successor or additional trustee, or the change of name of a trustee, if material; and
- notice of failure to provide to EMMA on a timely basis the annual financial information described above.

Sausalito Marin City School District

Agenda Item: 12.03

Date: April 17, 2018

- | | |
|---|---|
| <input type="checkbox"/> Correspondence | <input type="checkbox"/> Consent Agenda |
| <input type="checkbox"/> Reports | |
| <input type="checkbox"/> General Functions | |
| <input type="checkbox"/> Pupil Services | |
| <input type="checkbox"/> Personnel Services | |
| <input checked="" type="checkbox"/> Financial & Business Procedures | |
| <input type="checkbox"/> Curriculum and Instruction | |
| <input type="checkbox"/> Policy Development | |
| <input type="checkbox"/> Public Hearings | |

Item Requires Board Action: ☐ Item is for Information Only: ☒

Item: (Conditional) Memorandum of Understanding with Seneca Family of Agencies

Background: The district's LCAP includes social and emotional development throughout the LCAP, and specifically under two of the four LCAP goals (Goals #2 & #4). Consequently, administration has been exploring methods of expanding social and emotional learning, positive behavior intervention systems (PBIS) and multi-tiered systems of support (MTSS) structures into the day-to-day operations of the school. In January, administration began discussions with Seneca Family of Agencies (SENECA) and the County of Marin's Health and Human Services (HHS) toward that end. These discussions are continuing and include a commitment to existing supports provided through the County of Marin's HHS and the Marin City Community Services District and Southern Marin Multidisciplinary Team.

SENECA operates a program in select Bay Area schools called Unconditional Education (UE), whereby they partner with schools and agencies to provide a multi-tiered system of academic, behavioral, and social emotional supports that help to create and support a culture and climate that is engaging and responsive to the needs of all students and their families.

In March, a small group of staff and a community member visited a school in the east bay where the UE program is in its second year of operation. Shortly after and while continuing discussions with SENECA and HHS about how and if this program might work at Bayside/MLK, we learned about a Request for Proposal (RFP) through the County of Marin to access Prevention Early Intervention (PEI) dollars for services delivered to local Marin County schools; the UE program aligned with the RFP scope. We learned of this RFP on April 5, 2018 and the RFP's deadline for application was April 12, 2018. SENECA expressed an interest in submitting a proposal to access the PEI funds to partially fund the UE program at Bayside MLK. In order to not lose out on this funding opportunity, administration then entered into a conditional Memorandum of Understanding with SENECA, pending board approval and an award of funding by Marin County HHS.

The proposal for PEI funds would provide funding for a .80 FTE of an UE Coach (job description attached). The full UE program is built around three full-time positions, however the UE Coach is the lead position and works in alignment with the school site principal. The other two positions include one clinician and one student support position. Both positions are eligible for MediCal funding through an eligible provider.

Recommendation:

Direct administration to take the following additional steps before bringing the SENECA MOU and UE program for board approval:

- Continue outreach to, and gather input from, community partners on UE and other social and emotional learning program options
 - Next Transformation Team meeting, April 25, 2018
 - Additional outreach to local partners currently engaged in providing social and emotional supports to students and families
- Provide a presentation on the UE program and invite SENECA to present and answer questions
 - Provide an overview for whether the UE program can operate with only a UE Coach.
 - Provide an overview for how the two additional positions identified in the SENECA UE program could be funded through MediCal or other funding sources.
 - Provide an overview for how the UE program aligns with other areas of school transformation, namely how will the UE program support improved teaching and learning in the classroom.
 - Identify other potential funding sources to support the additional .20 FTE of the UE Coach.
 - Provide a plan for whether the two-year funding will either need a continuation of funding beyond the two-year period or how the two-year funding will be sufficient to initiate PBIS and social and emotional learning structures into the school system.
 - Provide an overview for how the UE program would align with other supports provided and funded through the County of Marin HHS (Counselors and Interns).
- Consult with staff and employee unions
- Provide an overview of other options for providing social and emotional learning.

Attachments:

- (Conditional) Seneca Family of Agencies MOU
- Seneca Proposal; Mental Health Services Act – Prevention and Early Intervention School Age Services
- Seneca Unconditional Education Program Overview
- Seneca UE Coach Job Description

MEMORANDUM OF UNDERSTANDING (MOU)

between

Sausalito Marin City School District and Seneca Family of Agencies

This Memorandum of Understanding (MOU) describes and confirms the expectations and responsibilities of Seneca Family of Agencies ("Seneca") and Sausalito Marin City School District (SMCSD) regarding the provision of support services as described in this MOU.

I. BACKGROUND

Seneca currently serves over 18,000 children in community-, school-, and residential-based programs across 17 counties in California and three in Washington State. In Marin County, Seneca currently serves youth and families in community-based mental health programs including: wraparound, individualized anger management support, parenting education, therapeutic behavioral services, case management, and permanency support. The agency achieved Joint Commission Behavioral Health Care Accreditation in 2010, reinforcing its mission to provide the highest quality and most effective services possible for children, youth, and families who experience profound challenges.

Seneca brings to this project extensive experience partnering with public schools and districts to implement the *Unconditional Education*® (UE) model of trauma-informed, whole-school intervention. Through a highly collaborative approach, SMCSD district leadership will work with Seneca to design and deliver school-based prevention and early intervention services that are aligned with the identified needs of the district and its students, parents, and staff.

II. TERM

The term of this MOU is valid beginning July 1, 2018 through June 30, 2019. The initial project period is two (2) years, which can be renewed annually thereafter.

III. SENECA RESPONSIBILITIES

If awarded funding through Mental Health Services Act Prevention and Early Intervention by the Marin County Department of Health and Human Services (as outlined in RFP-HHS-05-2018), Seneca agrees to:

- Provide *0.80 FTE Unconditional Education Coach*, who will lead school-wide efforts related to the implementation of multi-tiered systems of student support, culture and climate improvement efforts, direct behavioral and social-emotional interventions for students, and training and capacity building for staff and families.
- Provide *leadership, training, and administrative personnel* to support program operations and implementation

- Engage in active collaboration to support program activities as described in the project scope of work (as outlined in response to RFP-HHS-05-2018)

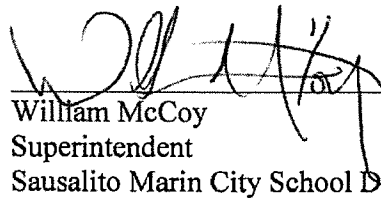
IV. SMCSO RESPONSIBILITIES

Pending school board approval and an award of funding by Marin County Health and Human Services, SMCSO agrees to:

- Collaborate with Seneca in the implementation and evaluation of the Unconditional Education project at Bayside/MLK
- Support professional development for staff and leaders at Bayside/MLK Academy
- Participate in assessment and evaluation activities related to project implementation
- Engage in active collaboration to support program activities as described in the project scope of work (as outlined in response to RFP-HHS-05-2018)

By signing this MOU, both parties agree to all of the abovementioned items outlined in this document.

Robin Detterman
Executive Director of School Partnerships
Seneca Family of Agencies



William McCoy
Superintendent
Sausalito Marin City School District



Proposal in Response to

**Mental Health Services Act
Prevention and Early Intervention
School Age Services for High Risk Students
Request for Proposals
RFP-HHS-2018-05**

To Work in Partnership with
Marin County
Department of Health and Human Services
Division of Behavioral Health and Recovery Services

Submitted April 11, 2018
Chandrika Zager, PEI Coordinator
Marin County Division of Behavioral Health and Recovery Services
10 North San Pedro Road – Suite 1015, San Rafael, CA 94903



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ATTACHMENT A

**MARIN COUNTY DEPARTMENT OF HEALTH AND HUMAN SERVICES
DIVISION OF BEHAVIORAL HEALTH AND RECOVERY SERVICES**

**Mental Health Services Act
Prevention and Early Intervention
School Age Services for High Risk Students**

RFP-HHS-2018-05

Date: April 10, 2018

Legal Applicant: Seneca Family of Agencies
Contact Name: Ken Berrick
Address: 6925 Chabot Road, Oakland, CA 94618
Telephone: 510.654.4004 ext. 2222
Fax: 510.317.1426
E-mail: ken_berrick@senecacenter.org

Type of Organization (*private non-profit, education institution, or other (specify)*): Private non-profit

Federal Tax ID No. (if applicable): 94-2971761

Amount Requested:

Total grant period (July 1, 2018-June 30, 2019): \$120,000

Certifications

The applicant certifies to the best of his/her knowledge and belief that the data in this application is true and correct and that filing of the application has been duly authorized by the governing body of the applicant and that applicant will comply with the assurances required of applicant if the application is approved and a contract is awarded. I understand that final funding for any service is based upon funding levels and the approval of the Marin County Board of Supervisors. The applicant also attests the costs of the proposed project can be carried by the applicant for at least 90 days at any point during the term of the contract.

Signature: 

Name: Ken Berrick

Title: President and CEO

Date: 4/10/2018

For County Use Only

Date Received:

Time Received:

Marin County BHRS Staff Signature Acknowledging Receipt of Application:

2. Applicant Capability

A. Experience with Services

Founded in 1985 as a small provider of residential and day treatment services for children and their families, Seneca Family of Agencies (“Seneca”) is now one of the largest providers of school- and community-based mental health services on the West Coast, with over 1,300 staff in California and approximately 60 staff in Washington State serving over 18,000 children and youth each year. Seneca’s school-based services are designed to expand and improve educational opportunities for students who live in low-income communities, students of color, students in foster care, and students with disabilities. Currently, the agency partners with more than 70 schools to provide academic, behavioral, and/or social-emotional interventions that are designed to accelerate the academic and behavioral progress of each participating student, while improving the overall climate and culture at each school. Seneca has been a certified Medi-Cal mental health service provider since 1992, and it provides a wide range of Medi-Cal and MHSA-funded mental health services in for children and youth in schools and communities throughout the Bay Area and other coastal regions of California.

In 2010, Seneca developed its Unconditional Education® (UE) whole-school intervention model, which is designed to transform schools into communities where *all* students are supported to succeed, regardless of their needs and circumstances. At each school, UE supports the implementation of a holistic, multi-tiered system of supports (MTSS) that pairs evidence-based behavioral and social-emotional interventions with an intentional focus on improving school climate and culture. UE emphasizes prevention and early intervention by utilizing student behavior and social-emotional data to identify and address the needs of struggling students *before* they fail, thereby reducing the need for more intensive and costly intervention in the future. At each UE-supported school, all students are better served, with the greatest benefits experienced by the most marginalized youth: those whose academic achievement is hindered by stressors such as disability, trauma, poverty, and systemic racism.

Seneca currently partners with 40 school communities to implement UE for more than 9,000 students in California and Washington State. Since Seneca began to formally evaluate the effectiveness of the UE model in 2014, all supported schools have reported significant improvements in school climate and culture, as measured by the School Climate Assessment Instrument (SCAI). Students at UE schools have reported an increased sense of equity, a greater sense of safety, and feeling more connected to and involved in their school community. Parents and school staff have reported substantial improvements related to parent engagement, students’ sense of belonging, and inclusiveness of school climate. Regarding impact on student behavior, UE-supported schools reduced their total number of office discipline referrals (ODRs) during the 2016-17 school year by 21% from the prior year. Regarding UE’s impact on student academic performance, substantial improvements in reading proficiency were demonstrated by Latino students and English Language Learners, while improvements in mathematics proficiency were demonstrated by Black, Latino, and special education students.

Despite its short life, UE has already received substantial national and statewide recognition for its efforts to transform public and public charter schools that serve disadvantaged communities. In 2014, the UE model was selected through a highly competitive process by the U.S. Department of Education to receive Investing in Innovation (i3) funding for implementation in seven Bay Area schools (five in Oakland and two in San Francisco). Within California, Ken



Berrick (Seneca's founder and chief executive Officer) received the 2017 James Irvine Foundation Leadership Award in recognition of his work in developing the UE model. Within the Bay Area, Seneca and its UE model received the 2017 West Contra County Unified School District Partnership Award at the 12th Annual "State of Our Schools" meeting in that region.

B. Experience with Target Communities

All of Seneca's UE and school-based mental health programs serve highly diverse student populations, including: (1) Black, Latino, Asian-Pacific Islander, and mixed-race students; (2) English Language Learners; (3) students who are eligible for free and reduced priced meals; (4) students with emotional and learning disabilities; and (5) homeless students. All these groups are overrepresented in the student population of Bayside Martin Luther King, Jr. Academy in Marin City, where Seneca is proposing to implement the UE whole-school intervention model if awarded a contract through Marin County RFP-HHS-2018-05 (School Age Services for High Risk Students).

Because all Seneca programs serve client populations that are characterized by a high degree of ethnic, linguistic, and cultural diversity, the agency makes extraordinary efforts to hire and retain staff who reflect the communities they serve. Seneca recruiters use social media and mission-aligned local organizations to seek out local candidates for new or vacant program positions. "Connectedness to local community preferred" is highlighted in all agency job descriptions. To support the recruitment of bilingual program staff, Seneca pays a 10% salary supplement to staff who can communicate in a language other than English. When services are needed in a language not spoken by Seneca staff, including American Sign Language, contracted interpreter services are utilized. Program documentation and tools are offered in the preferred languages of client youth and their families, read aloud, and/or presented in recorded or pictorial format when appropriate. Seneca staff always strive to engage and communicate with clients in language that avoids the use of clinical jargon.

C. Experience with Local Community

Seneca's current services for Marin County residents include: (1) family-based Wraparound; (2) MyHome Intensive Services Foster Care; (3) school-based wraparound; (4) relative notification services; (5) permanency Services; (6) kinship and adoptive caregiver support groups and case management; and (7) support groups for parents of youth placed in out-of-home by Probation (in English and Spanish). Staff in many of these programs collaborate regularly with schools throughout Marin County to improve and expand educational opportunities for client children and youth.

In recent months, Seneca administrators have met and dialogued with representatives of the Marin County Office of Education and the Sausalito Marin City School District (SMCSD) to discuss the possibility of bringing the UE model to Bayside Martin Luther King, Jr. Academy (Bayside/MLK) in Marin City. All the parties involved in those discussions believe that Bayside/MLK would provide an excellent fit for the UE approach, due to the significant and complex academic, behavioral, and social-emotional needs of students at the school. In addition, Bayside/MLK needs substantial and ongoing assistance to: (1) increase the level of parent involvement; (2) implement a school-wide system of Positive Behavioral Interventions and Supports (PBIS); (3) expand and strengthen the use of trauma-informed and restorative practices; (4) coordinate student access to mental health and other supportive services; and (5) improve



school climate and culture, so that students feel safe, engaged, and ready to learn. Toward that end, the UE model utilizes multiple, evidence-based strategies that are designed to support schools to achieve those goals.

D. Organizational Structure

Please see the attached organizational chart of Seneca that shows how the proposed program would fit into the existing organization.



3. Description of the Proposed Project

A. Priority Populations

Bayside Martin Luther King, Jr. Academy (Bayside/MLK) is a K-8 school that serves approximately 30% of enrolled students in the Sausalito Marin City School District. In Fall 2017, per the California Longitudinal Pupil Achievement Data System (CALPADS), Bayside/MLK had an enrollment of 127 students.

Of the total 187 students served by Bayside/MLK during the 2016-17 school year, 91 were Black/African American, 52 were Latino/Hispanic, 25 were Asian/Pacific Islander, 13 were White, and 6 were “two or more races.” Of these same students, 149 were classified as socioeconomically disadvantaged, 54 were English Learners, 29 were homeless, and 39 were diagnosed with learning or emotional disabilities. CDE rates the suspension rate for all students (15.5%) to be “very high” compared with the statewide rate. The suspension rates were especially high for Black/African American students (23.1%), homeless students (20.7%), and socioeconomically disadvantaged students (18.8%).

Anecdotal reports from school and school district staff indicate that many Bayside/MLK students suffer from traumatic stress. Childhood exposure to traumatic stress, which is often measured by the presence of “Adverse Childhood Experiences” (ACEs), is directly correlated with poor school outcomes and more frequent entry into the school-to-prison pipeline. Students with three or more ACEs are three times more likely to experience academic failure and six times more likely to struggle with severe behavioral concerns than students with no known ACEs.¹ Traumatized students face overwhelming obstacles when they enter the classroom, typically falling behind in schools that may be ill-equipped to meet their needs and finding themselves (1) disproportionately subjected to exclusionary disciplinary practices and/or (2) more likely to be referred to special education services that separate them from other students.

The available data on Bayside/MLK students indicates that the school is an ideal candidate for the implementation of Mental Health Services Act (MHSA) Prevention and Early Intervention (PEI) services. The proposed Unconditional Education® (UE) PEI project will draw upon the mental health expertise of Seneca staff and other onsite service providers (a district-employed School Counselor, clinical interns, and other community-based organizations) to implement a multi-tiered system of trauma-informed, social-emotional supports that effectively respond to and address the service needs of Bayside/MLK students. In addition to addressing the social-emotional needs of individual students, UE will provide a framework to assess and improve school-wide culture and climate, using the School Climate Assessment Instrument (SCAI) and Trauma-Informed Matrix to develop goals for school-wide improvement (see below for more details). For example, one likely goal will be to fully implement a school-wide system of Positive Behavioral Interventions and Supports (PBIS), which will reduce the high rates of office discipline referrals (ODRs) and suspensions experienced by all students, as well as the student groups (Black/African American, homeless, and/or socioeconomically disadvantaged students) that experience especially high rates of exclusionary disciplinary practices. Please see the narrative sections below for more details on how the proposed PEI project will ensure

¹ Blodgett, C., Turner, N., & Harrington, R. (2012). *Adopting ACEs screening and assessments in a child serving system*. Unpublished manuscript, Area Health Education Center, Washington State University, Spokane, Washington.



accessibility of services and supports for Bayside/MLK students. UE services will be accessible to the physically disabled, since all project activities will be implemented on campus.

B. Program Activities

Currently, Bayside/MLK students with mental health challenges may be referred for individual therapy provided by the school psychologist or one of several clinical interns at the school. While these Tier 3 (intensive) services may be meeting the needs of some students, many are going unserved. Moreover, Bayside/MLK has found it challenging to (1) implement PBIS, (2) create a trauma-informed school community, (3) engage and involve parents, and (4) assess and improve its school climate, as reported by the CDE California School Dashboard and the Local Control and Accountability Plan (LCAP) for the Sausalito Marin City School District. Please see the Priority Populations section above and the below description of program activities for details on how the proposed project will address these service gaps while increasing the protective factors for all students at Bayside/MLK.

A Seneca UE Coach (see overview of qualifications and job responsibilities below) will be the project manager at Bayside/MLK, working with the principal and other school staff, parents, on-site mental health providers, community partners, and other stakeholders to implement the following data-driven activities for students, families, and school staff:

- **Obtaining Direct Input from School Staff:** As part of the initial partnership building and data collection process at Bayside/MLK, the UE Coach will interview all school staff and on-campus service providers regarding their perceptions of the effectiveness of current practices and their opinions on school culture and climate.
- **Assessing School Climate:** During the summer before UE implementation, as well as annually thereafter, the UE Coach will administer and analyze results from the SCAI, which utilizes ratings of school staff, parents, and students to consider the strength of school climate across nine dimensions: Physical Environment, Faculty Relationships, Student Interactions, Leadership and Decisions, Management and Discipline, Learning and Assessment, Attitude and Culture, Community Relations, and Special Education. The results of the SCAI will be used to develop annual goals for school-wide improvement.
- **Forming and Supporting the Culture and Climate Committee:** The UE Coach will work with school leaders to form a representative Culture and Climate Committee (C3) that uses data from the SCAI and staff input to develop initiatives and goals for school-wide improvement. These initiatives may involve: (1) implementing positive behavioral supports and social emotional curricula for students; (2) expanding training opportunities for school staff; and (3) increasing parent engagement and involvement.
- **Facilitating the Use of Positive Behavioral Supports:** The UE Coach will work with school stakeholders to complete the PBIS Tiered Fidelity Inventory (TFI) to gauge the extent to which school personnel are applying the core features of school-wide PBIS. Results will be used to identify next steps for transforming the campus-wide discipline system to be more clear, consistent, and effective for students and staff.
- **Supporting the Use of Trauma-Informed Practices:** The UE Coach will work with school stakeholders to complete the UE Trauma-Informed Matrix, which outlines the key practices that constitute a trauma-informed community. Areas of practice fall within five categories: Staff Development, School Environment, Policies, Engagement, and Service



Provision. This tool is used to identify next steps for a school community to view the education and development of its students through a trauma-informed lens.

- **Developing the Annual Implementation Plan:** The UE Coach will work with the C3 and other school stakeholders to analyze the results from school staff input, the SCAI, PBIS TFI, and Trauma-Informed Matrix to identify key strengths and areas for growth as they relate to positive behavioral supports, trauma-informed practice, parent engagement, student voice, and coordination of services. This information will inform the development of the annual implementation plan (AIP) for the school, which will establish three to five priorities, along with goals and measurable objectives, for the coming year.
- **Forming and Facilitating the Coordination of Services Team (COST):** The COST is a transdisciplinary team composed of school leaders, service providers, general education teachers, and support staff. With leadership provided by the UE Coach, the COST will regularly review school-wide data, including data from the UE social-emotional screener completed for each student, and use the results to plan services for individual students. The COST will be the primary vehicle for linking students and families to the most responsive and effective level of mental health services, based upon their needs.
- **Implementing Universal Supports:** Often referred to as Tier 1 in the multi-tiered system of supports (MTSS) framework, universal supports are designed to reach all students and address the culture and climate of the whole school in promoting equity and inclusion. These supports can include differentiated instructional methods and classroom management, school-wide PBIS, and social-emotional curricula (such as Toolbox). The UE Coach will support teachers to complete the UE social-emotional screener for each student in their classroom, which can be used by the COST to identify and address the needs of students before they fail or are subject to exclusionary discipline practices.
- **Providing Tier 2 Services:** Students identified by the COST for Tier 2 services will participate in six to ten-week cycles of group intervention provided by on-site clinical interns and the UE Coach. Tier 2 services include behavior support planning and social skills groups. The UE Coach will administer the Strengths and Difficulties Questionnaire (SDQ) as a pre- and post-measure for students who receive Tier 2 interventions.
- **Training Teachers and Parents:** School staff will participate in the UE Foundation Training Series, which includes trainings in trauma informed practices, relational interventions, strategies for responding to challenging behaviors, and practicing self-care as a helping professional. The UE Coach will provide additional trainings for school staff and/or parents to support the implementation of trauma-informed practices.

C. Program Effectiveness

Seneca's UE model integrates several evidence-based, promising, and locally-proven practices, all of which are discussed in the Program Activities section. Following is a summary of those practices, including their purpose and why they were selected for inclusion in UE:

- PBIS, which supports schools to implement a multi-tiered system of social, emotional and behavior supports designed to reduce the use of exclusionary disciplinary practices and improve child/youth wellbeing. Seneca uses the PBIS Tiered Fidelity Inventory (TFI) to measure the extent to which PBIS core features are in place within a school
- SCAI, which provides a highly valid and reliable measure of the quality of school climate across eight dimensions, most of which are correlated with student achievement.



- Strengths and Difficulties Questionnaire (SDQ), which can be used as a pre- and post-test measure of the effectiveness of Tier 2 (group) and Tier 3 (one-one-one) services.
- Trauma-Informed Matrix, which outlines the key practices that constitute a trauma-informed school community.
- UE Social Emotional Screener, which identifies students who are experiencing social-emotional challenges before they fail or are subject to exclusionary discipline.

D. Program Staff

A master's level UE Coach will be the PEI project manager who builds school capacity by partnering with the school principal, staff, parents, and other stakeholders to assess the needs of the students and implement an integrated MTSS that addresses those needs. The Coach will guide the COST in creating a uniform, comprehensive referral form for use by teachers, as well as determining thresholds for initiation and termination of Tier 2 and Tier 3 services, while using multiple data systems to track service delivery and monitor student progress. In addition, the Coach will work closely with the C3 to identify and achieve goals for improving the culture and climate at Bayside/MLK. Finally, the UE Coach will provide ongoing trainings and coaching for school staff and leadership, so that the school community is able to take ownership of the structures and processes necessary to sustain the implementation of an integrated MTSS for *all* students, regardless of their specific needs and circumstances.

UE Coaches generally hold a master's degree in Education, Psychology, Counseling, or a related field. They are selected for their proven success in implementing systems change and accelerating the pace of adult learning. UE Coaches are supported to fulfill their job responsibilities by a program director who is highly-experienced in implementing the UE model in a wide variety of schools. They receive two hours of group training and supervision each week, as well as ongoing individual coaching to build their technical leadership skills and capacity to support systems change in a school setting.

Seneca is deeply committed to providing culturally reflective, responsive, and respectful services that attend to the intersectional factors (e.g. race/ethnicity, socioeconomic status, primary language, religion, geographic location, sexual orientation, gender expression/identity, family configuration, education, etc.) that together comprise a robust and nuanced cultural identity. This commitment is reflected in Seneca's 2014 implementation of an agency-wide Diversity, Equity, and Inclusion (DEI) Initiative to (1) refine policies and procedures relating to culturally competent service provision and (2) more effectively recruit, retain, train, and support a diverse staff and program leadership that are reflective of the youth and families we serve.

Seneca works to ensure that UE Coaches and other mental health program staff have the training, support, and skills to: (1) maintain awareness and sensitivity to the legacies of societal racism, oppression, and discrimination; (2) lead with curiosity and maintain a balanced perspective when there are cultural differences between them and their clients; (3) exhibit person-centered empathy and revere clients for their strength and resilience; (4) encourage cultural kinship or mutuality, which enables clients and families with different backgrounds to connect with them based on shared experiences; and (5) maintain a position of cultural openness and humility that recognizes that clients are the true experts regarding their own story. These practices provide the foundation for Seneca's *Unconditional Care* treatment model and are essential to the agency's persistent and fundamental commitment to building strong and nurturing relationships with children, their families, and their communities.



Respecting the importance of providing services in the languages most comfortable for families, Seneca employs bilingual staff to meet their needs. For this project, Seneca will seek a bilingual Spanish speaker to fulfill the role of UE Coach. When services are required in a language not spoken by the UE coach, Seneca will draw upon other agency staff to fill this need or use contracted interpreter services. PEI program documents and clinical tools will be provided in Spanish as well as English, read aloud, and/or presented in recorded or pictorial format.

E. Implementation Partners and Service Linkages

Seneca is the lead agency for this project, while the administrators, staff, and parents at Bayside/MLK are its primary partners. The Seneca UE Coach will collaborate with school staff to facilitate and support increased parent engagement and involvement. The UE Coach will partner with the Bayside/MLK School Community Coordinator to coordinate services provided for students by Marin County Schools Volunteers, Boys and Girls Club, Bridge the Gap, Marin Promise, Defenders, Hannah Project, Marin Health and Wellness Center, Ten Thousand Degrees, Tamalpais Union High School District, Parent Leadership Action Network (PLAN), California Collaborative for Educational Excellence (CCEE), College of Marin, Marin City Community Services District, Southern Marin Multidisciplinary Team, Global Book Exchange, Marin Housing Authority, and other community organizations. The UE Coach (in partnership with the COST) will support the school's clinical interns and master's level School Counselor to provide Tier 2 (group) and Tier 3 (one-on-one) interventions that closely align with the specific needs of individual students, based upon data from the social-emotional screener completed for each student. Finally, the UE Coach will collaborate with (1) COST members to ensure efficient coordination and implementation of services for struggling students and (2) C3 members to develop goals and initiatives for the transformation of school climate and culture.

F. Evaluation Process

Seneca's UE model utilizes an extensive and multifaceted evaluation framework to measure (1) changes in school climate and culture, (2) effectiveness of academic, behavioral, and social-emotional supports for students, and (3) the level and effectiveness of coordination of services. The data tracked and analyzed for this PEI project will include

- Demographics of students and families receiving services, as measured by service notes.
- Number and types of services provided, as measured by service notes
- Client satisfaction, as measured by consumer satisfaction surveys.
- Changes in student risk factors, protective factors, and mental health status, as measured by the UE social-emotional screener and the SDQ
- Changes in school attendance and performance, as reported by the school district.

Depending upon the specific needs assessed and the Annual Implementation Plan developed for Bayside/MLK, measurable outcomes for UE implementation will include:

- Significant, annual improvement in the aggregate SCAI score for the school.
- Improvement in a targeted component of the SCAI, such as youth to school connection.
- Significant reduction in student suspensions and expulsions at the school, particularly those classified as disruption or defiance.
- Signification reduction in student ODRs at the school.
- Improvement in the UE Trauma-Informed Matrix score for the school



ATTACHMENT B

SCOPE OF WORK		
OBJECTIVE	ACTIVITY	OUTCOME
<i>Objectives are specific, measurable, action-oriented, reasonable and time limited (SMART) to achieving the goal. At a minimum, they must include projected numbers served.</i>	<i>Activities are the specific processes, events and/or actions that are intentionally used to bring about the intended results. Also, be sure to include any evidence-based practices being implemented to achieve the expected outcome.</i>	<i>Outcomes are the specific changes in a program participants' risk factors, protective factors, behavior, knowledge, skills, mental health status or level of functioning.</i>
Implement a school-wide system of Positive Behavioral Interventions and Supports (PBIS) for all (130 estimated) students at Bayside/MLK Academy.	The UE Coach will provide training and consultation for school staff, as well as work with school leadership, teachers, parents, on-site service providers, and other stakeholders to form the Culture and Climate Committee (C3), to support full implementation of a school-wide system of PBIS for Bayside/MLK students.	Full implementation of PBIS at Bayside/MLK Academy is expected to reduce the currently very high rates of suspension and office discipline referrals (ODRs), as tracked and reported by the Sausalito Marin City School District.
Complete the UE social-emotional screener for all (130 estimated) students at Bayside/MLK Academy to identify students at risk for moderate to severe mental health challenges who will be referred to the Coordination of Services Team (COST).	The UE Coach will provide training and consultation for Bayside/MLK teachers to support them in completing the social-emotional screener for every student in their classroom(s).	Students who are identified by the social-emotional screener as at risk of moderate to severe mental health challenges will be referred to the COST, which will link them to the most responsive and effective level of mental health services, based upon the assessed needs of the student and family.
For all (number to be determined) students referred to the COST, analyze academic and social-emotional data to develop a plan for linking each student and family to the most responsive and effective level of mental health services for meeting their needs.	The UE Coach will partner with school leaders, teachers, parents, on-site service providers, and other stakeholders to form and support the ongoing operation of a transdisciplinary COST at Bayside/MLK Academy.	Students who are identified by the social-emotional screener as at risk of moderate to severe mental health challenges will be referred to the COST, which will link them to the most responsive and effective level of mental health services, based upon the assessed needs of the student and family.
Increase the number of parents engaged and involved in the school by offering six caregiver workshops each year.	The UE Coach will collaborate with school leaders and teachers to engage and involve caregivers in workshops that will help them to support the educational social-emotional progress of their children.	The involvement of more caregivers in the school community is expected to improve the academic performance and social-emotional wellbeing of their children, particularly when such involvement increases caregivers' ability to meet their children's learning and social-emotional needs at home. 90% of participants will report that participation in these workshops helped them to better support their child at school.

ATTACHMENT C		
DETAILED BUDGET TEMPLATE		
COST CATEGORY	BUDGET YEAR ESTIMATES	BUDGET EXPLANATION
	FY 2018-2019	
A. PERSONNEL COSTS		
<u>List Staff Positions</u>		
Executive Director of School Partnerships, \$46/hr, 2 hours/wk	4,750	The Executive Director oversees program implementation, program budgeting, contract management and coordination of services for UE programs (Annual salary = \$100,000, 0.05 FTE allocated to contract)
Program Director, \$43/hr, 4 hours/wk	9,000	The Program Director provides supervision to the UE Coach, including one hour of weekly individual supervision and 2 hours of weekly group supervision, as well as supporting day-to-day problem solving with school administrators (Annual salary = \$90,000, 0.10 FTE allocated to the contract)
UE Coach, \$39/hr, 32 hours/wk	65,600	The UE Coach is a master's-level position, responsible for working directly with students, parents, school and district staff and administrators, leading activities relating to school climate and culture, early intervention, implementation of trauma-informed practices, aligning resources to meet need, coordination of services, and data collection and analysis (Annual salary = \$82,000, 0.80 FTE allocated to the contract)
Program Assistant, \$22/hr, 4 hours/wk	4,576	The Program Assistant is a bachelor's-level position that provides general administrative support, including material development, scheduling support, timely documentation and reporting compliance, efficient program operations, data collection and analysis, and event coordination (Hourly wage of \$22/hr, with 4 hours per week dedicated to the contract)
Salary Subtotals	83,926	
Employee Benefits @ 26% of salary	21,821	Benefits costs average 26% of staff salaries and include mandated and discretionary benefits, including health care, payroll taxes, and accrual of paid time off. Benefit costs are computer monthly and charged directly to each program.
Total Personnel Costs	105,747	

B. TRAVEL EXPENSES		
<u>In-State Staff Travel</u>		
Approximate number of miles	1,200	Travel for staff averaging 100 miles per month to attend community meetings/events, and required trainings at agency headquarters in Oakland
Total Travel Expenses (@ \$0.545/mile)	654	
C. OTHER DIRECT COSTS		
Office Supplies	480	Office supplies are budgeted based on historical expense at \$40 per month, and include pens, paper, binders, and general office supplies for the program
Computers	525	All staff are provided with a laptop for documentation and communication, averaging \$500 per FTE per year
Printing	300	Printing costs include materials for social skills groups, school events/activities, Climate & Culture Committee meetings, etc. Budgeted based on historical experience at \$25 per month.
Outreach and engagement	360	Outreach and engagement activities are intended to bring school staff, district administrators, parents and community members into the life of the school to enhance climate and culture. This is budgeted at \$30 per month and covers costs for snacks for meetings, space rentals, A/V equipment, etc.
Treatment supplies/student engagement	240	Treatment supplies/student engagement covers costs associated with social skills groups and individual supports for higher needs students, such as snacks, books, small incentives/rewards, etc. Budgeted based on historical experience at \$20 per month
Training	788	Training includes the cost of the required 80-hour new employee orientation and the minimum 40-hours of on-going annual training required for all staff, as well as any additional trainings in evidence-based practices or district-required training for school staff. Budgeted at \$1,000 annually per FTE allocated to the program.
Total Other Direct Costs	2,693	
D. SUBCONTRACTOR BUDGETS (list total for each one and complete C1 for each)		

Total Subcontractor Budgets	-	
E. INDIRECT COSTS		
Agency Allocable @ 10%	10,906	Indirect costs include expenses that are shared by and benefit all programs. Included in this line item are costs associated with centralized human resources, accounting, insurance, information technology, and performance improvement. Seneca budgets agency allocable at 14% of direct costs, but has capped indirect costs at 10% per RFP requirements.
Total Indirect Costs (max 10%)	10,906	
TOTAL BUDGET ESTIMATE ALL CATEGORIES	120,000	
F. ADDITIONAL RESOURCES		



ATTACHMENTS

- Memorandum of Understanding
- Organizational Chart

MEMORANDUM OF UNDERSTANDING (MOU)

between

Sausalito Marin City School District and Seneca Family of Agencies

This Memorandum of Understanding (MOU) describes and confirms the expectations and responsibilities of Seneca Family of Agencies ("Seneca") and Sausalito Marin City School District (SMCSD) regarding the provision of support services as described in this MOU.

I. BACKGROUND

Seneca currently serves over 18,000 children in community-, school-, and residential-based programs across 17 counties in California and three in Washington State. In Marin County, Seneca currently serves youth and families in community-based mental health programs including: wraparound, individualized anger management support, parenting education, therapeutic behavioral services, case management, and permanency support. The agency achieved Joint Commission Behavioral Health Care Accreditation in 2010, reinforcing its mission to provide the highest quality and most effective services possible for children, youth, and families who experience profound challenges.

Seneca brings to this project extensive experience partnering with public schools and districts to implement the *Unconditional Education*® (UE) model of trauma-informed, whole-school intervention. Through a highly collaborative approach, SMCSD district leadership will work with Seneca to design and deliver school-based prevention and early intervention services that are aligned with the identified needs of the district and its students, parents, and staff.

II. TERM

The term of this MOU is valid beginning July 1, 2018 through June 30, 2019. The initial project period is two (2) years, which can be renewed annually thereafter.

III. SENECA RESPONSIBILITIES

If awarded funding through Mental Health Services Act Prevention and Early Intervention by the Marin County Department of Health and Human Services (as outlined in RFP-HHS-05-2018), Seneca agrees to:

- Provide *0.80 FTE Unconditional Education Coach*, who will lead school-wide efforts related to the implementation of multi-tiered systems of student support, culture and climate improvement efforts, direct behavioral and social-emotional interventions for students, and training and capacity building for staff and families.
- Provide *leadership, training, and administrative personnel* to support program operations and implementation

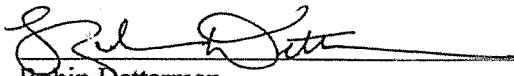
- Engage in active collaboration to support program activities as described in the project scope of work (as outlined in response to RFP-HHS-05-2018)

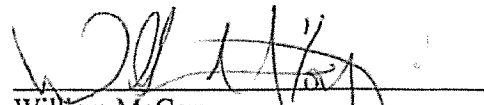
IV. SMCSD RESPONSIBILITIES

Pending school board approval and an award of funding by Marin County Health and Human Services, SMCSD agrees to:

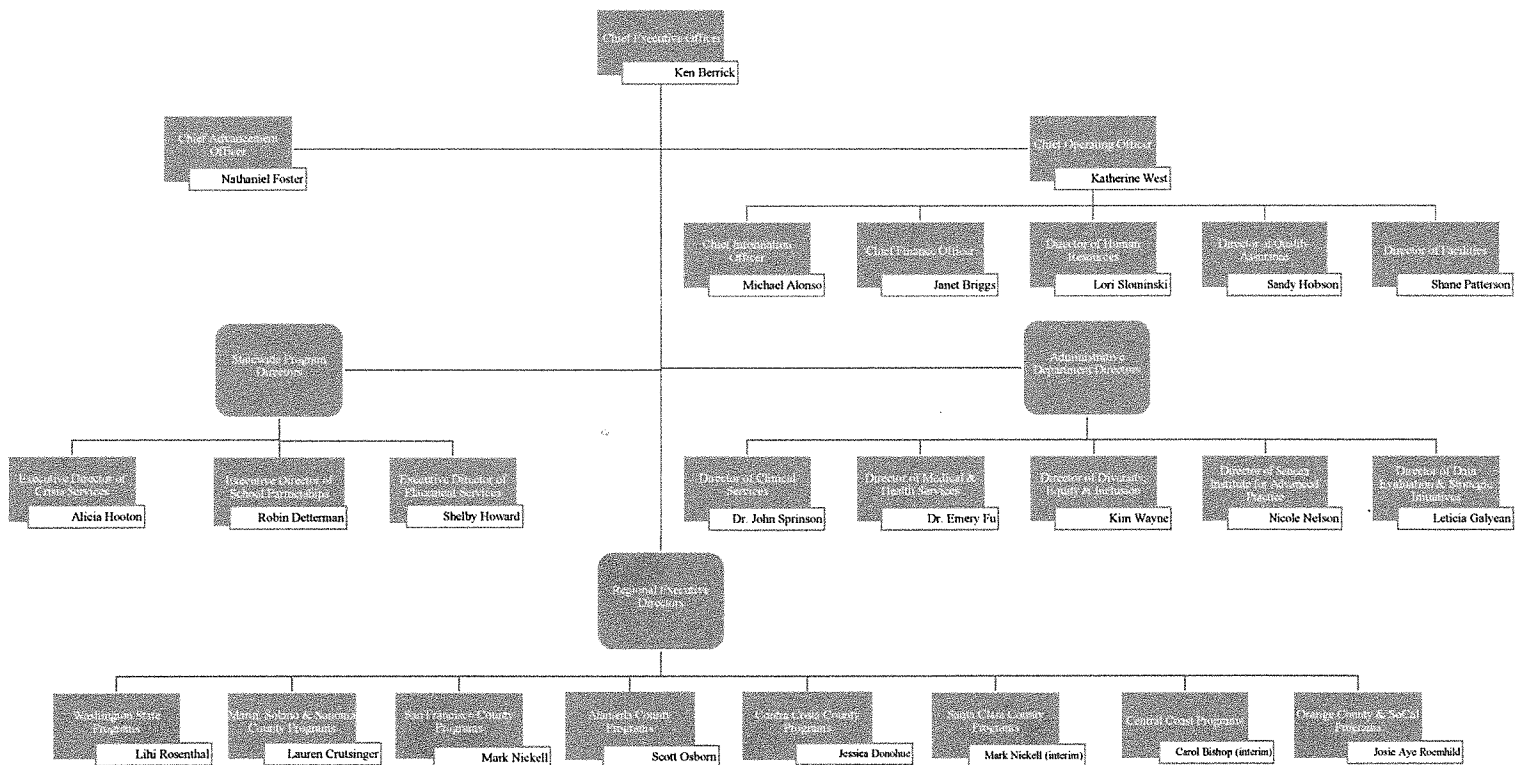
- Collaborate with Seneca in the implementation and evaluation of the Unconditional Education project at Bayside/MLK
- Support professional development for staff and leaders at Bayside/MLK Academy
- Participate in assessment and evaluation activities related to project implementation
- Engage in active collaboration to support program activities as described in the project scope of work (as outlined in response to RFP-HHS-05-2018)

By signing this MOU, both parties agree to all of the abovementioned items outlined in this document.

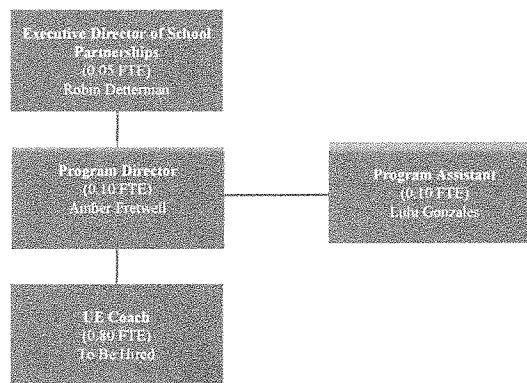

 Robin Detterman
 Executive Director of School Partnerships
 Seneca Family of Agencies

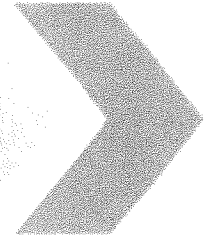

 William McCoy
 Superintendent
 Sausalito Marin City School District

SENECA FAMILY OF AGENCIES **AGENCY ORGANIZATIONAL CHART**



MARIN PREVENTION AND EARLY INTERVENTION SCHOOL AGE SERVICES FOR HIGH RISK STUDENTS
PROGRAM ORGANIZATION CHART





WHAT IS UNCONDITIONAL EDUCATION?

Unconditional Education begins with **LOVE AND COMPASSION**. It is the belief that every student deserves to experience success within their neighborhood school community and the faith that every student will experience this success when provided with an inclusive learning environment and the necessary supports. Love and compassion is taking the time to get to know how students' prior school and life experiences affect them as learners and making every possible adjustment to match the style of our teaching to their individual needs. Unconditional Education extends loving care and support to the families of students who are struggling and knows that only through developing genuine partnerships with students' larger networks will our efforts produce transformative results.

Unconditional Education holds an absolute **RESPECT** for each and every member of the community. Unconditional Education is the belief that students, families and school professionals are doing the best they know how. Unconditional Education means supporting growth while assuming best intent and believing that our genuine collaboration and partnership are at the heart of our capacity to affect change for students.

Unconditional Education is the acknowledgment that some students will struggle with the demands of school. It brings with it a team of experts, the power to access networks of community resources, and the know-how to identify just the right services for each individual. Since every student, family, teacher and school is unique, sometimes even the tried and true tricks of the trade will fall short. In these instances, Unconditional Education is the process of engaging in relentless **CURIOSITY**, the willingness to revise previous notions of what a student needs and ingenuity to develop out-of-the-box solutions when initial efforts have not produced the desired results.

When student struggles are at their greatest, Unconditional Education holds an endless capacity for **HOPE** and the belief that existing barriers can be overcome, even when they seem insurmountable. It is also the knowledge that significant change takes time and that **COURAGE** is required to meaningfully engage with both adults and students in the difficult process of learning something new. On the days when sustaining this learning seems more than can be endured, Unconditional Education delivers **JOY**. By intentionally building on strengths, commending successes, recognizing effort and engaging in celebrations of each other Unconditional Education can revive the persistence needed to sustain the work of educating all students.

"We have never had such a fruitful partnership as the one we have with Seneca and Unconditional Education. Not only does it help to achieve our mission, but it allows us to innovate a truly novel approach that can be replicated throughout the country."

- HAE-SIN THOMAS, CEO EDUCATION FOR CHANGE
FOUNDING PARTNER

THE ORGANIZATION BEHIND UNCONDITIONAL EDUCATION



6925 Chabot Road,
Oakland CA 94618
(510) 654-4004
www.senecacenter.org

Since 1985, Seneca has partnered with families, communities, schools, and districts to provide innovative care at the most critical point of need. As a statewide provider of education, behavioral and mental health services in more than 12 counties, Seneca understands the power and considerable impact of providing a continuum of care from early interventions and community based services to high level Special Education and mental health care.

Seneca was founded in 1985 because several caring, visionary people saw a tragedy unfolding: Far too many children were failing in group homes and foster family care. In response, Seneca set out

to develop mental health treatment and support services on the principle that troubled youth do not themselves fail, but are instead failed by systems unable to address their complex and specialized needs. Seneca has dedicated itself to becoming a "system of care" agency providing a comprehensive continuum of community-based and family-focused treatment services for children and families. Seneca's continuum of care now includes: in-home wraparound services; foster family-based treatment; mobile crisis response services; integrated day treatment and special education services; after-school therapeutic recreation services; public school-based mental health services and special education, and residential treatment.

Through its Unconditional Education partnerships, Seneca seeks to transfer the lessons learned from its 30 years of experience serving the state's most troubled youth to ensure that all students receive the supports they need to achieve ongoing and sustained educational success.

PRINCIPLES AND VALUES

BELIEF IN PARTNERSHIP

1

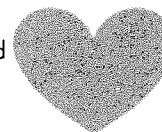
Seneca understands the tremendous value of creating unbreakable partnerships that thrive on shared values, common goals, and effective collaboration. These partnerships are the vehicle that enables Seneca to successfully implement a continuum of care service delivery model that appropriately identifies and intervenes for our most vulnerable children. Seneca develops deep relationships with *all* of its partners and believes that these partnerships are the foundation for program success.



CONTINUUM OF SERVICES AND EXPERTISE

2

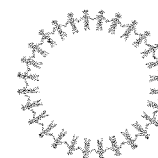
Seneca was built on the principle that coordinated and integrated services lead to a more meaningful experience and more fruitful outcomes for students and families. All-In! leverages this experience to build programs that engage in shared problem solving across disciplines and integrate academic, behavioral, and social emotional services into a single plan for success. In addition, Seneca brings to the table the backing and collective expertise of 1,000+ staff, as well as access to agency services when confronted by barriers to students' success. Supporting this expertise is the nationally recognized, accredited Seneca Institute for Advanced Practice, which provides evidence-based and best practice trainings for Seneca employees, local service providers, and public agency staff to bolster system-wide capacity to effectively serve youth and families involved with the child welfare, juvenile justice, behavioral health, and special education systems.

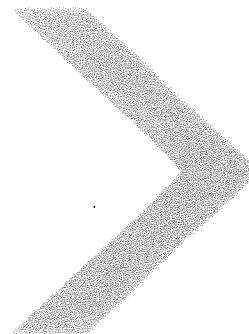


UNCONDITIONAL CARE

3

Seneca is founded on the belief that kids don't fail, but that systems fail kids: successful outcomes can occur when systems are adjusted to fit young people's existing needs. The most essential mission is to apply this lens of unconditional care to the most struggling students in our schools, prompting out-of-the-box thinking to remove barriers to school success. The willingness to "do whatever it takes," even when doing so proves to be a tremendous challenge, is a cornerstone of the Seneca service philosophy.





THE NEED FOR UNCONDITIONAL EDUCATION

Throughout California and across the nation there is a significant educational crisis for our most troubled youth who face additional barriers to accessing a quality education, including:

STUDENTS IN SPECIAL EDUCATION

Across the country, 37% of children with learning disabilities do not graduate high school. This is over twice the rate of students without learning disabilities. Of those who do graduate, less than two percent attend a four year college, despite the fact that many are above average intelligence (Bost, 2008).

STUDENTS WHO EXPERIENCE CHRONIC STRESS AND TRAUMA

Children who experience complex trauma are three times more likely to drop out of school than their peers and have a greater tendency to be misclassified with developmental delays or referred for special education services (The National Child Traumatic Stress Network).

STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS

As of the 2013-14 school year, only 62.6% of students classified with limited English proficiency graduated from High School. This is a trend that has become increasingly alarming given English Language Learners are the fastest growing subgroup in American schools (National Center for Education Statistics, 2015).

STUDENTS IN FOSTER CARE

Youth in foster care graduate at relatively low rates and are less likely to complete high school than their non foster care peers (National Working Group on Foster Care in Education, 2011). For example, in California during the 2009-2010 school year, the graduation rate for all grade-12 students statewide was 84 percent, but for students in foster care, it was just 58 percent—the lowest rate among the at-risk student groups (Barrat & Berliner, 2013).

STUDENTS WHO ARE ALREADY BEHIND

Students who do not read proficiently by third grade are four times more likely to leave school without a diploma when compared to proficient readers. The number rises when those kids also come from poverty (Hernandez, 2012).

Attempts to improve outcomes for our nation's most struggling youth have often been piecemeal and uncoordinated, leading to a system full of inefficiencies and producing limited results. As a broad based mental health provider and education agency, Seneca Family of Agencies aims to fill this gap by establishing meaningful partnerships that together weave a continuum of service offerings throughout a school that will ultimately target the individual needs of students and families while overall benefitting all members of the school community.

Barrat, V. X., & Berliner, B. (2013). *The Invisible Achievement Gap, Part 1: Education Outcomes of Students in Foster Care in California's Public Schools*. San Francisco, CA: WestEd.

Bost, L. W. (2008, June). *Helping students with disabilities graduate*. Prepared for the National High School Center Summer Institute. http://www.ndpcsd.org/documents/National_High_School_Center_Institute/Helping_Students_Graduate.pdf

Hernandez, Donald J. (2012). *Double Jeopardy: How third grade reading skills and poverty influence high school graduation*. The Annie E. Casey Foundation.

National Center for Education Statistics. (2015). *Public high school 4-year adjusted cohort graduation rate (ACGR), by race/ethnicity and selected demographics for the United States, the 50 states, and the District of Columbia: School year 2013–14*. Retrieved from http://nces.ed.gov/ipeds/data/ipeds_datacenter/ipeds_datacenter.asp?table=ACGR_RE_and_characteristics_2013-14.asp.

National Working Group on Foster Care in Education, (2011). *Research highlights on education and foster care*. Retrieved from www.casey.org.

The National Child Traumatic Stress Network, (2014). *Complex Trauma: Facts for Educators*. Retrieved from <http://www.nctsn.org/products/complex-trauma-facts-for-educators>

PROGRAM GOALS

1

TO INCREASE THE ACADEMIC PERFORMANCE AND SOCIAL-EMOTIONAL WELL-BEING OF THE *MOST STRUGGLING* STUDENTS AT OUR PARTNER SCHOOLS

Effective school turnaround requires that schools make systematic changes that emphasize campus-wide achievement while targeting student subgroups that have been underserved as a result of gaps in school services. Unconditional Education focuses on improving learning outcomes for all students, while specifically targeting students who face additional barriers to success.

2

TO INCREASE THE EFFICIENCY OF PARTNER SCHOOLS IN DELIVERING EFFECTIVE INTERVENTIONS TO ALL STUDENTS THROUGH THE IMPLEMENTATION OF A MULTI-TIERED FRAMEWORK

The Unconditional Education model is designed to improve the overall instructional capacity and school culture and climate that serve as the foundation for targeted, early investments in students' educational progress so that more students remain on track and referrals to higher levels of service (such as special education) are minimized.

Key differences between traditional special education/mental health and the Unconditional Education model are summarized in the table below.

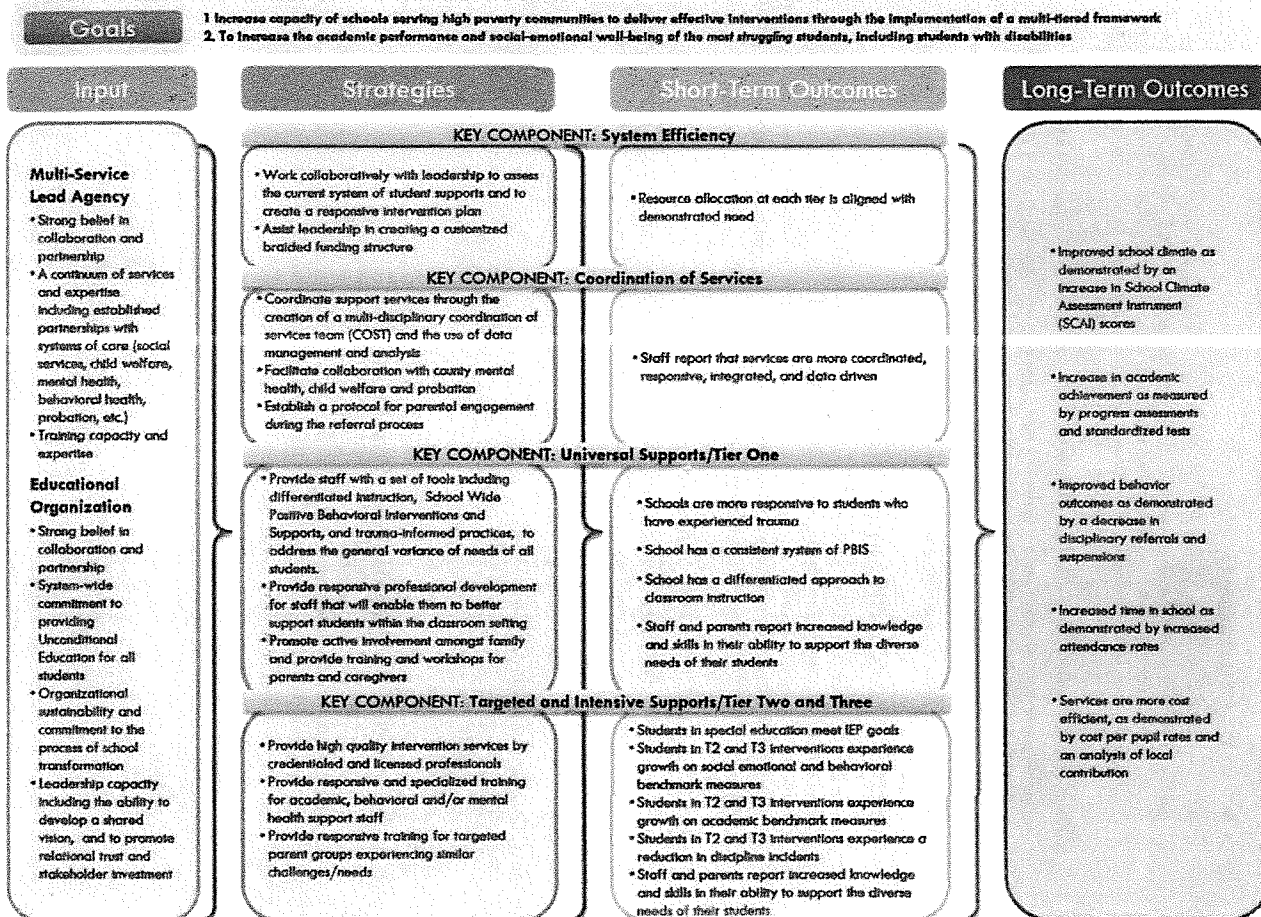
TRADITIONAL VS. UNCONDITIONAL EDUCATION

Services are separated	Services are integrated and coordinated
Specialized staff are responsible for providing interventions to students	All staff are responsible for providing interventions
Students must be referred to Special Education or a Mental Health Clinician in order to receive services	Any student can receive intervention services
Students must fail in order to receive extra support	Data-driven progress monitoring is employed to catch students before they fail
"Cookie cutter" approaches to intervention are often implemented	Interventions can be creatively designed to meet the needs of each student

"I appreciate Seneca staffs' communication with teachers and parents about individual students and their efforts to support me in modifying expectations and content for students with IEPs."

- PARTNERSHIP SCHOOL TEACHER

Unconditional Education Logic Model



CORE SERVICE ELEMENTS

➤ SCHOOL INTERVENTION ASSESSMENT

In collaboration with school leadership, Seneca's team administers a variety of measures to assess the school's overall culture and their tiered intervention practice. The assessment process includes structured observations, stakeholder interviews, and the administration of the PBIS Tiered Fidelity Index, the Trauma-Informed Matrix, and the School Climate Assessment Instrument (SCAI).

➤ TIERED INTERVENTION MASTER PLANNING & LEADERSHIP SUPPORT

Seneca's program administrators collaborate with school leadership to develop a strategic plan to address gaps identified in the school assessment process. The plan details how the team and school will create, schedule, deliver, and monitor interventions at each of the three tiers. Seneca's experienced administrators then provide regular support for school leaders to engage their school teams in the effective delivery and monitoring of these tiered interventions.

➤ TARGETED AND INTENSIVE INTERVENTIONS

Seneca's credentialed education specialists, licensed service providers (such as speech therapists, occupational therapists, and low incidence disability specialists), licensed therapists, and certified behavioral analysts oversee and/or provide key interventions to those students in need of additional support. The Seneca team oversees referral, assessment, and service delivery, and ensures compliance with related professional, state, and federal educational requirements.

➤ UNIVERSAL DESIGNS FOR LEARNING

Seneca's multi-disciplinary team provides collaborative planning and conferencing with teachers to support the learning needs of all students. Experienced trainers and instructional coaches lead teacher, team, or school-wide cycles of inquiry to analyze student data, differentiate needs, and intervene as needed.

➤ COORDINATION OF SERVICES

Seneca's team structures and facilitates a data-driven process to support integrated service planning. Seneca also develops school-wide procedures to ensure the identification of students requiring additional intervention.

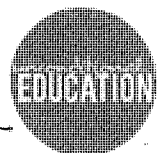
➤ INTERVENTION DATA MANAGEMENT & ANALYSIS

The Seneca team builds upon the school's current data-based practices and integrates the use of data systems to track service delivery and monitor student progress. In addition, the team helps foster information sharing networks between school staff, partner service providers, families, and the greater school community.

➤ RESPONSIVE PROFESSIONAL DEVELOPMENT

In collaboration with school leadership, the Seneca team selects, designs, and presents professional development on a wide range of topics aimed at supporting the effective implementation of tiered interventions. Training may occur during planned professional development sessions or through ongoing consultation, coaching, mentoring, and reciprocal teaching opportunities.

For more information about Seneca Family of Agencies' Unconditional Education Partnership, please contact Robin Detterman at robin_detterman@senecacenter.org or (510) 872-2046.



Seneca's Unconditional Education (UE) model empowers the entire school community with the skills and resources required to implement a multi-tiered system of academic, behavioral, and social emotional supports, devoting time and resources toward creating a culture and climate that is engaging and responsive to the needs of *all* students and their families. A primary focus of the UE model is to increase the achievement of struggling students, including students with disabilities, within inclusive education settings. *Unconditional Education* is a modular approach that allows schools to identify key areas of internal capacity while leveraging the expertise of Seneca to help address identified gaps and create a truly comprehensive system of supports for all students, family, and staff.

UNCONDITIONAL EDUCATION MULTI-TIERED MODEL FOR INTERVENTION

TIER 3 • INTENSIVE

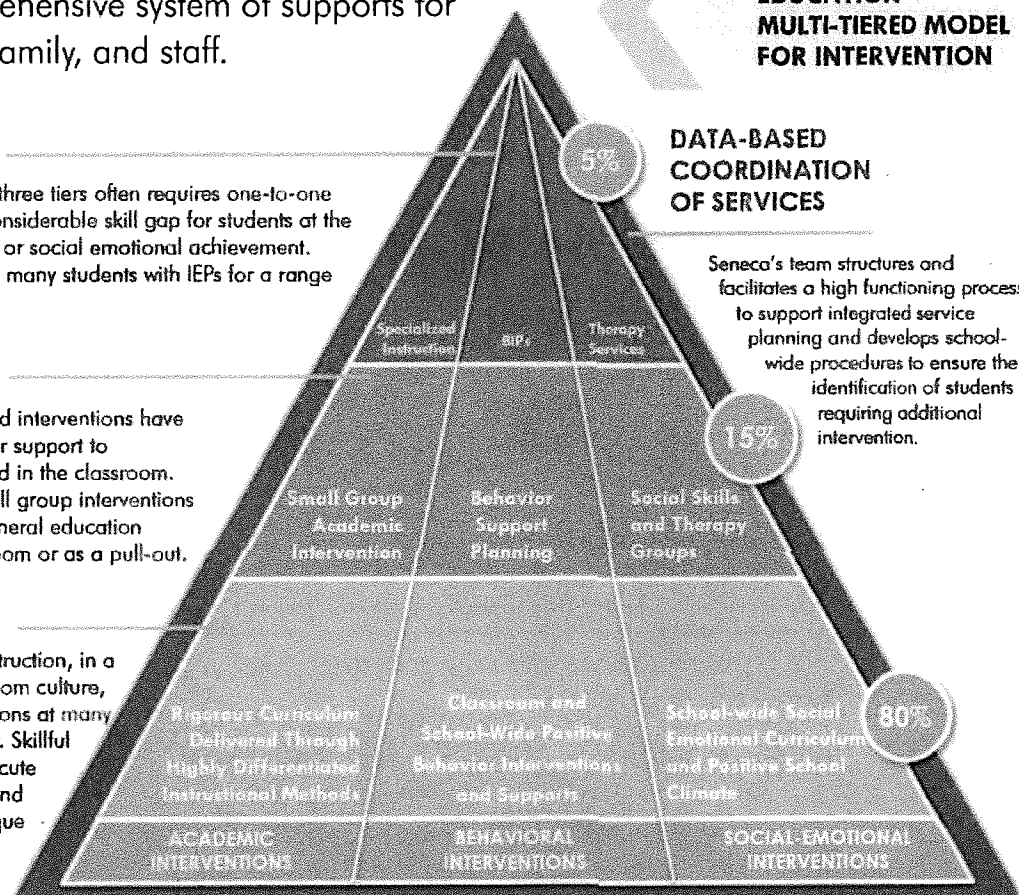
The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

TIER 2 • TARGETED

Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to special or general education students within the classroom or as a pull-out.

TIER 1 • UNIVERSAL

As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adjust and accommodate to the unique behavioral and academic needs of their students.



COORDINATION OF SERVICES

Seneca's coordination of services team (COST) is a multi-disciplinary team made up of school leaders, service providers, general education teachers, and support staff and is responsible for the coordination of intervention services.

School-Wide Systems of Intervention

COST is responsible for regularly reviewing school-wide data including academic, behavioral and/or social emotional screeners and progress assessments and using results to inform decisions around intervention services and caseloads. In addition, the team may identify thematic areas of need around which they will develop a school-wide approach.

Sample Topics for School-Wide Intervention:

- Anti-bullying
- Incidents of community crisis or change
- Students at risk for retention
- Next-grade transition
- SWPBS

Individual Student Intervention

In addition, COST receives, reviews, and responds to individual student referrals made by teachers. After a student is identified as needing additional support, Seneca's COST schedules a meeting with teachers and staff who work with the student to review student strengths and challenges. During the meeting, the teacher presents information on the referred student, and the team asks questions and suggests possible interventions. The team then commits to action steps, which are reviewed in a follow-up meeting the following week. This begins the eight-week cycle highlighted by the green boxes in the process diagram to the right. At the end of the eight-week cycle, COST reviews student progress to determine whether the student is ready to step down to a lower level of service or whether their service should continue with equal or greater intensity.

Individual Student Discussion Protocol:

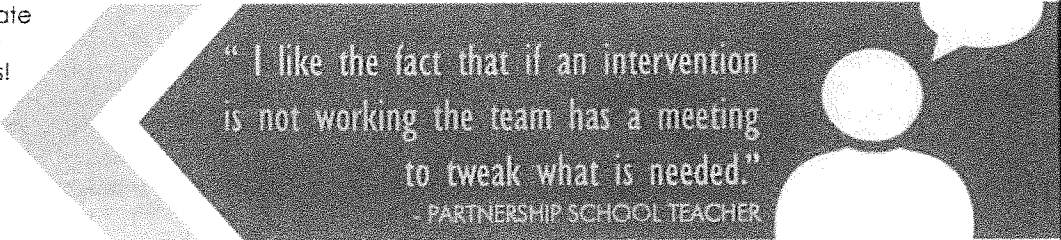
- 10 min—Teacher presents the student referred: gives background, strengths and why the student was referred
- 15 min—Team asks questions of the teacher and discusses possible interventions
- 5 min—Members commit to "actions" and hold each other accountable for follow up in subsequent meetings

Office Hours

COST team members hold regular office hours as an opportunity for teachers and school staff to engage in additional collaboration around students of concern.

Teachers and school staff can attend office hours to:

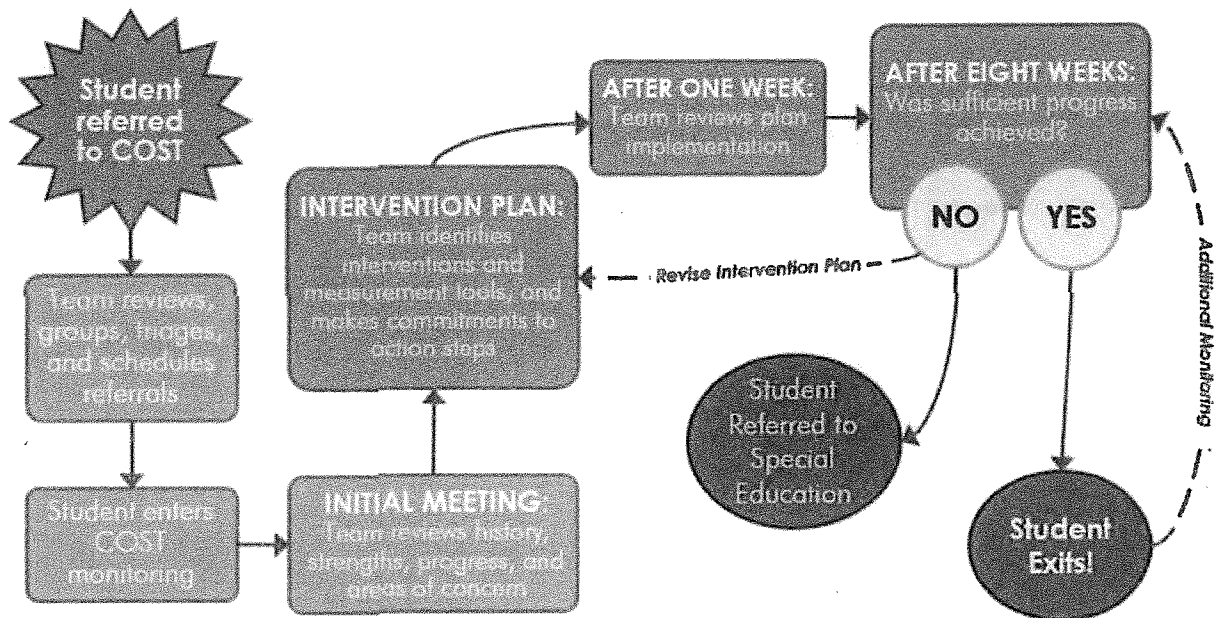
- Get help filling out a COST form
- Obtain support in identifying in-class interventions for a student they serve
- Get help with an urgent situation
- Check-in on the completion of implementation steps
- Review progress monitoring data
- Celebrate student success!



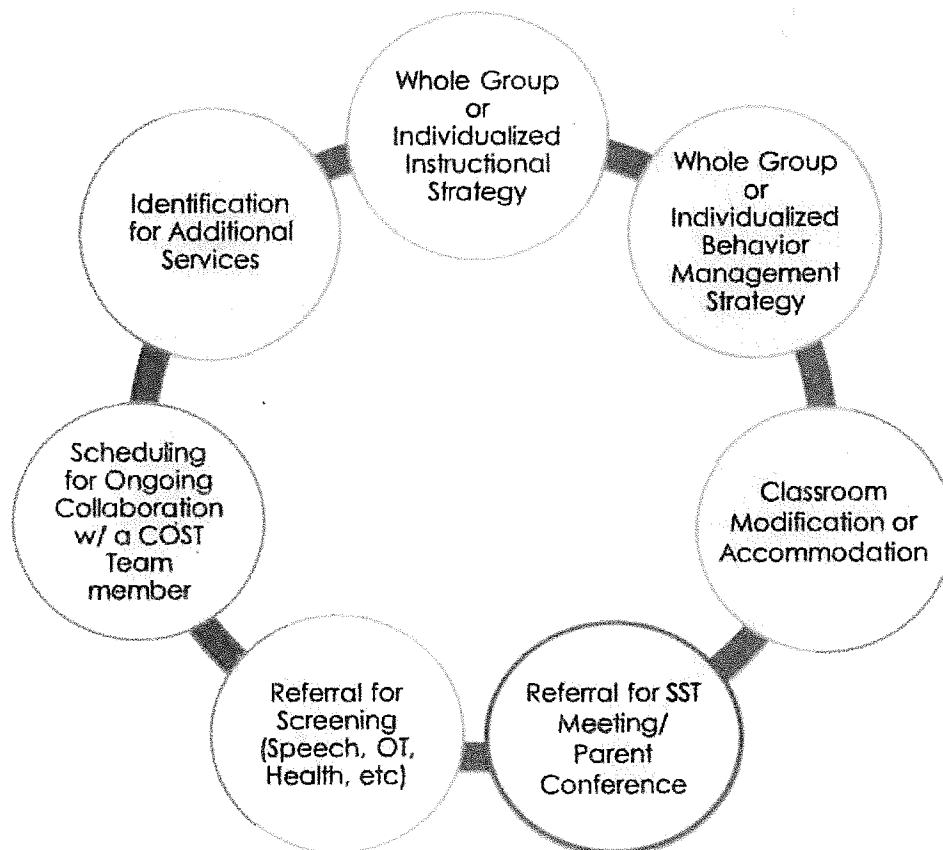
"I like the fact that if an intervention is not working the team has a meeting to tweak what is needed."

- PARTNERSHIP SCHOOL TEACHER

THE COST PROCESS



POSSIBLE COST ACTION STEPS



INTERVENTIONS & SERVICES

Academic

Individualized Education Planning: The Seneca team oversees the referral, assessment, and delivery of all Special Education and Related services to ensure compliance with state and federal requirements

Targeted Intervention Groups: Students receive targeted, supplementary instruction from highly trained intervention providers.

Sample Evidenced Based Group Practices:

- Phonics for Reading
- Guided Reading
- Lindamood-Bell Reading - Seeing Stars and Visualizing Verbalizing
- Slingerland Reading
- Stepping Stones to Literacy
- Fast Forward/Reading Assistant
- Edmark Reading
- Language for Learning
- Scientific Learning - Fast ForWord and Reading Assistant
- Do the Math
- Handwriting without Tears

Co-Teaching and Push-In Support: Intervention providers collaborate with classroom teachers to maximize classroom instructional time through workshops or centers model.

Differentiated Instructional Support and Training: Seneca trainers and intervention staff provide strategies and supplementary materials to support multi-dimensional instructional practices in the classroom.

Universal Screeners: The Seneca team utilizes existing school assessment data to identify students who need additional intervention and academic supports. If a school has not yet identified a process for universal academic screening and monitoring, the Seneca team can support the development

Sample Screening Tools for Reading:

- Developmental Reading Assessment (DRA)
- Fountas and Pinnell Reading Inventory
- Teachers College Reading Assessment
- AIMSweb Universal Screening Tools

Dig Deep Assessments: After Universal Screenings have been completed, further assessment is often needed to identify particular areas of deficit and determine which interventions are most appropriate. The Seneca team can support additional assessment of struggling students in the areas of phonics, sight-word recognition, fluency and comprehension to determine the most appropriate course for remediation.

Progress Monitoring: Once students are assigned to targeted interventions, their progress will be monitored frequently to ensure sufficient growth towards goals.

Measuring Growth: Progressive growth on screeners and benchmarks is analyzed every 8-10 weeks to ensure students are making necessary progress.

INTERVENTIONS & SERVICES

Behavioral

Tier 3

Therapeutic Behavioral Services (TBS): Seneca provides short-term, one-to-one intervention for students at-risk of moving to more restrictive school settings due to unmanageable behaviors. Clinicians provide the student, school staff, and family with skills to effectively address and manage targeted behaviors.

Individualized Behavior Intervention Services (BIS): For students requiring high levels of adult support to meet their behavioral goals, Seneca can provide highly trained Behavior Intervention Specialists and Behavioral Aides. Specialists oversee the development and monitoring of individualized intervention strategies focused on teaching new, more desirable behaviors, while Aides work individually with students to implement these plans.

Behavior Support Plans: Seneca works with staff to establish individualized plans that can effectively address undesirable behaviors in the classroom, and engages stakeholders in monitoring and supporting behavior change. Implementation of individualized behavior support plans may include development of targeted behavior tracking, student contracting, and/or the utilization of check-in/check-out.

Targeted Classroom Support: Seneca works with identified teachers to provide coaching and support around classroom management strategies and interventions for building community and managing behaviors in the classroom.

Alternatives to Suspension: Seneca develops restorative practices, including conflict resolution and restorative circles, to support students who have struggled to follow school rules as an alternative to suspension and expulsion.

Positive Behavioral Interventions and Supports (PBIS): Seneca has an existing partnership with Dr. Rob Horner from the University of Oregon and Co-Director of the National PBIS Center. Dr. Horner provides Seneca with the technical assistance to implement PBIS with our school partners.

Restorative Justice: Seneca provides training and support implementing Restorative Justice Practices across the school.

School-Wide Training: Seneca's Training Institute has developed an array of trainings aimed at supporting staff and school personnel in preventing and addressing challenging behaviors at school.

School Wide Information System (SWIS): Seneca teams can support the implementation of SWIS or other school-wide data systems to track and analyze student behavioral incidents to inform individual and school-wide plans for intervention.

Tier 2

Tier 1

Assessment
& Monitoring

INTERVENTIONS & SERVICES

Social-Emotional

Tier 3

Individual/Family Therapy and Case Management: Seneca clinicians address students' unique mental health needs and goals through a personalized treatment plan that may include individual and family therapy.

Wraparound: Seneca facilitates a wraparound planning process for students and families in need of a comprehensive system of supports.

Personalized Learning Spaces: Seneca provides structured, safe spaces on campus for students to access when they need more individualized academic, behavioral, and social-emotional support in order to complete assignments.

Collaborative Classroom: To address the needs of groups of students who would otherwise require a more restrictive setting, Seneca partners with schools to create a collaborative classroom, where a district teacher is supported by Seneca's special education, behavioral, and clinical intervention staff.

Tier 2

Social Skills and Therapy Groups: Based on the presenting needs of students, Seneca provides a variety of evidence-based group interventions to students and/or their parents.

Sample Evidenced Based Group Practices:

- Zones of Regulation
- Cognitive Behavioral Intervention to Trauma in Schools (CBITS)
- Strong Start
- Positive Parenting Program (Triple P)
- SuperFlex
- 1,2,3 Magic training with parents
- Mindfulness

School-Wide Climate and Culture Action Planning: Seneca supports the implementation of positive climate and culture initiatives to build strong and healthy school communities. Utilizing results from the School Culture and Climate Assessment Inventory (SCAI) and Trauma Informed Matrix, the Seneca team can work with school leadership to develop an annual action plan to address areas of need.

Social Emotional Curriculum: Seneca teams lead the implementation of a school-wide social-emotional curriculum, including teacher training, coaching, and observations.

Sample List of Evidenced Based Emotional Curriculum:

- Olweus Anti-Bullying
- Responsive Classrooms
- Second-Step
- I Can Problem Solve
- Tool-Box

School-Wide Training: Seneca provides training on a wide variety of topics, including Crisis Prevention and Intervention and Understanding and Addressing the Symptoms of Trauma. In addition, Seneca works with teachers to understand the effects of vicarious trauma and develop practices of self-care.

Tier 1

Social Emotional Screener: Seneca facilitates the implementation of a school-wide social emotional screener that identifies students experiencing social-emotional challenges.

Client Satisfaction: Seneca clinicians utilize the Partners for Change Outcome Management System (PCOMS) to collect regular feedback about students' experience and the effects of the clinical interventions.

Measuring Growth: Seneca utilizes the Strengths and Difficulties Questionnaire (SDQ) at regular intervals throughout treatment. In addition, students receiving Tier Three supports are assessed using the Child and Adolescent Needs Survey (CANS) to drive treatment planning and assess resulting growth.

Assessment
& Monitoring



**Seneca Family of Agencies
Unconditional Education Coach**

Department/ Location: All-In!

Status: Exempt

Reports to: Program Director and/or Clinical Supervisor

Job Summary:

Unconditional Education Coaches are dedicated to leading school teams in the pursuit of Unconditional Education for all students. The Unconditional Education model dismantles the traditional special education and mental health systems in which children receive support in separate settings, replacing it with a comprehensive model where schools, families, and the Seneca All-In! Team collaborate to promote the achievement of all children within inclusive environments.

Responsibilities:

- Lead a multi-disciplinary, multi-agency team to assess the culture and climate needs of the school community and create a responsive, culturally relevant annual implementation plan
- Undergo "train the trainer" series for School-Wide Positive Behavioral Supports (SWPBS); become SWIS database facilitator and coordinator for PBIS Assessment database; lead creation of an onsite SWPBS team and act as the internal coach for the first year of implementation; facilitate initial assessments and ongoing fidelity measurements for the implementation of SWPBS
- Facilitate evaluation and program improvement assessment activities onsite
- Lead the Coordination of Services Team to oversee referral of students requiring support, timely implementation of interventions, the progress monitoring of students receiving interventions, and the evaluation of intervention effectiveness
- Provide coaching and professional development to support Seneca and partnership school teachers and staff in experiencing success with all students
- Coordinate implementation of research-based interventions aligned a multi-tiered intervention framework
- Engage caregivers in the educational process through formal trainings and workshops and by providing frequent opportunities to discuss student growth and needs
- Perform all other duties as necessary for the good of the agency as requested by supervisor.

Job Qualifications:

- A Master's degree in Education, Psychology, Social Work, a related field, or equivalent experience
- A background working in school settings
- A demonstrated record of effectively leading other adults in creating change
- Valid California driver's license, clean record, and insurability under Seneca's automobile policy
- TB test clearance, fingerprinting clearance, and any other State/Federal licensing or certification requirements

This job description in no way states or implies that these are the only duties to be performed by this employee. He or she will be required to follow any other instructions and to perform any other duties requested by his or her supervisor or the management of the company.

I have read the above job description and I understand the duties for my position.

Employee's Name (Please Print)

Employee's Signature

Date

Sausalito Marin City School District

Payment of Warrants

4/17, 2018

Attached warrants include:

Batch 35 Fund 01 in the amount of \$24,220.25

Batch 35 Fund 13 in the amount of \$2,899.58

Batch 36 Fund 01 in the amount of \$10,047.45

Batch 36 Fund 13 in the amount of \$1,094.67

Batch 36 Fund 14 in the amount of \$1,137.5

Batch 36 Fund 40 in the amount of \$49,791.50

Batch 37 Fund 01 in the amount of \$47,650.76

Batch 37 Fund 13 in the amount of \$116.30

Batch 38 Fund 01 in the amount of \$152,406.39

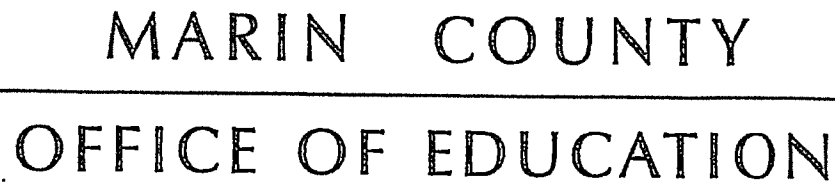
Batch 38 Fund 13 in the amount of \$2,690.23

Batch 38 Fund 40 in the amount of \$1,550.00

Batch 38 Fund 78 in the amount of \$165,940.60

Prepared by Vida Moattar

Sausalito Marin City School District Business Office



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

Date 3/14/18

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 \$ 27,119.83.

Camp Prescott

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
BATCH: 0035 GENERAL FUND
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM DESCRIPTION	ACCOUNT NUM	AMOUNT
20191833	070329/	AT&T CALNET 3				
		PO-180001 2. 01-0000-0-5970.00-0000-2700-104-000-000		3/18		1,236.22
		WARRANT TOTAL				\$1,236.22
20191834	000608/	BURKELL PLUMBING				
		PV-180383 01-8150-0-5600.00-0000-8110-104-000-000		50567		105.00
		WARRANT TOTAL				\$105.00
20191835	001811/	STATE OF CALIFORNIA				
		PV-180385 01-0000-0-5821.00-0000-7200-725-000-000		288286		32.00
		WARRANT TOTAL				\$32.00
20191836	070308/	CDW-G				
		PO-180181 1. 01-0000-0-4300.00-1110-1010-104-000-000		LWQ7337		243.56
		PO-180182 1. 01-0000-0-4300.00-0000-2700-104-000-000		LWX1095		130.19
		WARRANT TOTAL				\$373.75
20191837	070192/	COMMUNIQUE INTERPRETING INC.				
		PO-180095 1. 01-6500-0-5840.00-5770-1132-700-000-000		18-03008		2,303.75
		1. 01-6500-0-5840.00-5770-1132-700-000-000		18-03054		2,303.75
		WARRANT TOTAL				\$4,607.50
20191838	071050/	SHANEEKA DUNCAN				
		PO-180142 1. 01-9474-0-5840.00-0000-2700-104-000-000		2/2018		200.00
		WARRANT TOTAL				\$200.00
20191839	070263/	FEDEX				
		PV-180386 01-0000-0-5960.00-0000-2700-104-000-000		6-106-63573		60.57
		WARRANT TOTAL				\$60.57
20191840	071025/	DAVID FINNANE				
		PV-180388 01-0000-0-4300.00-0000-2700-104-000-000		Incentives		21.91
		WARRANT TOTAL				\$21.91
20191841	071035/	CLAIRE HARTY				
		PV-180389 01-0026-0-4300.00-5770-1110-700-000-000		Pre-school rating scales		69.00

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
BATCH: 0035 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		
WARRANT TOTAL						\$69.00
20191842	002345/	KONE INC.				
	PO-180006	1.	01-8150-0-5840.00-0000-8110-103-000-000	3-8/18 maint.		204.66
		2.	01-8150-0-5840.00-0000-8110-104-000-000	BMLK Elev. 3/18		136.43
		2.	01-8150-0-5840.00-0000-8110-104-000-000	3-8/18 Maint.		204.66
	PO-180132	1.	01-8150-0-5840.00-0000-8110-104-000-000	921145076 Mandated Maint.		2,500.00
			WARRANT TOTAL			\$3,045.75
20191843	070326/	MARIN SANITARY SERVICE				
	PO-180002	1.	01-0000-0-5550.00-0000-8200-104-000-000	2/18		800.00
			WARRANT TOTAL			\$800.00
20191844	071004/	PLAN				
	PO-180188	1.	01-0000-0-5840.00-1110-2700-104-000-000	2018-01		11,550.00
			WARRANT TOTAL			\$11,550.00
20191845	070839/	DARRELL ROARY				
	PV-180384		01-0000-0-5840.00-1130-1010-104-000-000	Basketball referee		200.00
			WARRANT TOTAL			\$200.00
20191846	070492/	SOUND AND SIGNAL				
	PV-180382		01-8150-0-4300.00-0000-8110-104-000-000	Clocks - BMLK		347.56
			WARRANT TOTAL			\$347.56
20191847	070200/	STANDARD INSURANCE COMPANY CB				
	PV-180387		01-0000-0-9527.00-0000-0000-000-000-000	3/18		682.37
			WARRANT TOTAL			\$682.37
20191848	070525/	US BANCORP EQUIP. FINANCE INC				
	PO-180012	2.	01-0000-0-5605.00-0000-2700-104-000-000	3/18		888.62
			WARRANT TOTAL			\$888.62
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	16	TOTAL AMOUNT OF CHECKS:	\$24,220.25*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	16	TOTAL AMOUNT:	\$24,220.25*

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT

COMMERCIAL WARRANT REGISTER

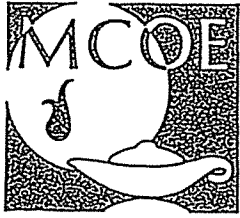
FOR WARRANTS DATED 03/16/2018

BATCH: 0035 GENERAL FUND

FUND : 13 CAFETERIA FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
20191849	071066/	EARL'S ORGANIC PRODUCE													
		PV-180393		13	5310	0-4700.00-0000-3700-700-000-000								780076, 781473	256.00
		WARRANT TOTAL													\$256.00
20191850	070973/	ROCK ISLAND REFRIGERATED													
		PV-180390		13	5310	0-4700.00-0000-3700-700-000-000								1102340	275.30
		WARRANT TOTAL													\$275.30
20191851	070816/	UNFI													
		PV-180391		13	5310	0-4700.00-0000-3700-700-000-000								10464698, 10453279, 10476300	2,029.28
		WARRANT TOTAL													\$2,029.28
20191852	070799/	VERITABLE VEGETABLE INC.													
		PV-180392		13	5310	0-4700.00-0000-3700-700-000-000								1205632, 1207114, 1208634	339.00
		WARRANT TOTAL													\$339.00
*** FUND	TOTALS ***					TOTAL NUMBER OF CHECKS:	4							TOTAL AMOUNT OF CHECKS:	\$2,899.58*
						TOTAL ACH GENERATED:	0							TOTAL AMOUNT OF ACH:	\$.00*
						TOTAL EFT GENERATED:	0							TOTAL AMOUNT OF EFT:	\$.00*
						TOTAL PAYMENTS:	4							TOTAL AMOUNT:	\$2,899.58*
***	BATCH TOTALS ***					TOTAL NUMBER OF CHECKS:	20							TOTAL AMOUNT OF CHECKS:	\$27,119.83*
						TOTAL ACH GENERATED:	0							TOTAL AMOUNT OF ACH:	\$.00*
						TOTAL EFT GENERATED:	0							TOTAL AMOUNT OF EFT:	\$.00*
						TOTAL PAYMENTS:	20							TOTAL AMOUNT:	\$27,119.83*
***	DISTRICT TOTALS ***					TOTAL NUMBER OF CHECKS:	20							TOTAL AMOUNT OF CHECKS:	\$27,119.83*
						TOTAL ACH GENERATED:	0							TOTAL AMOUNT OF ACH:	\$.00*
						TOTAL EFT GENERATED:	0							TOTAL AMOUNT OF EFT:	\$.00*
						TOTAL PAYMENTS:	20							TOTAL AMOUNT:	\$27,119.83*

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MARIN COUNTY

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VENDOR PAYMENT CERTIFICATION

Date 3/21/18

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 \$ 62,071.12.

<u>FUND NUMBER</u>	<u>BATCH NUMBER</u>	<u>AMOUNT</u>
<u>01</u>	<u>36</u>	<u>10,047.45</u>
<u>13</u>	<u>36</u>	<u>1,094.67</u>
<u>14</u>	<u>36</u>	<u>1,137.50</u>
<u>40</u>	<u>36</u>	<u>49,791.50</u>

Authorized Signature *Amey Prescott H*

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
BATCH: 0036 GENERAL FUND
FUND : 01 GENERAL FUND

WARRANT	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
20192623	001806/	BEST BUY INC.				
		PO-180187	1. 01-6500-0-4300.00-5770-1110-700-000-000	3177097		171.80
			WARRANT TOTAL			\$171.80
20192624	070641/	BLACKBOARD CONNECT INC.				
		PO-180059	1. 01-0000-0-5840.00-0000-2700-104-000-000	1270052		712.50
			2. 01-0000-0-9209.00-0000-0000-000-000-000	1270052		712.50
			WARRANT TOTAL			\$1,425.00
20192625	070935/	CINTAS CORPORATION				
		PV-180396	01-8150-0-5840.00-0000-8110-104-000-000	626178868		383.35
			WARRANT TOTAL			\$383.35
20192626	070184/	DOWNING HEATING INC.				
		PV-180401	01-8150-0-5600.00-0000-8110-103-000-000	56555		431.31
			WARRANT TOTAL			\$431.31
20192627	070538/	EDUCATIONAL DATA SYSTEMS				
		PV-180402	01-0000-0-4300.00-1110-1010-104-000-000	111723773		27.12
			WARRANT TOTAL			\$27.12
20192628	070721/	FAGEN FRIEDMAN FULFROST				
		PO-180074	1. 01-0000-0-5829.00-0000-7100-700-000-000	57226 1-6		3,767.50
		PV-180394	01-6500-0-5829.00-0000-7100-700-000-000	57226		33.50
			WARRANT TOTAL			\$3,801.00
20192629	071038/	JULIE FREDERICK				
		PV-180400	01-9473-0-5819.00-1110-1010-104-000-000	Field Trip Parking/Tolls		95.99
			WARRANT TOTAL			\$95.99
20192630	000899/	MICHAEL'S TRANSPORTATION SERV				
		PO-180178	1. 01-9473-0-5819.00-1110-1010-104-000-000	101930		752.25
			WARRANT TOTAL			\$752.25
20192631	000056/	PBI				
		PV-180395	01-0000-0-5605.00-0000-2700-104-000-000	Postage Refill		1,262.50

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT

COMMERCIAL WARRANT REGISTER

FOR WARRANTS DATED 03/23/2018

BATCH: 0036 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		
			01-0000-0-5605.00-0000-7200-700-000-000	Postage Refill		1,262.50
			WARRANT TOTAL			\$2,525.00
20192632	000300/	TRANSBAY SECURITY SERVICE				
	PV-180397		01-8150-0-4300.00-0000-8100-104-000-000	69077		160.13
			WARRANT TOTAL			\$160.13
20192633	070792/	TURNING GREEN				
	PV-180404		01-0000-0-5840.00-0000-2700-104-000-000	17, 18		150.00
			WARRANT TOTAL			\$150.00
20192634	070677/	LYDIA TUVESON				
	PO-180131	1.	01-6500-0-5835.00-5770-1182-700-000-000	07LT2017-2018		124.50
			WARRANT TOTAL			\$124.50
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	12	TOTAL AMOUNT OF CHECKS:	\$10,047.45*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	12	TOTAL AMOUNT:	\$10,047.45*

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT

COMMERCIAL WARRANT REGISTER

FOR WARRANTS DATED 03/23/2018

BATCH: 0036 GENERAL FUND

FUND : 13 CAFETERIA 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		
20192635	070792/	TURNING GREEN				
		PV-180404	13-5310-0-4300.00-0000-3700-700-000-000	17, 18		54.38
			13-5310-0-4700.00-0000-3700-700-000-000	17, 18		950.29
			WARRANT TOTAL			\$1,004.67
20192636	070799/	VERITABLE VEGETABLE INC.				
		PV-180403	13-5310-0-4700.00-0000-3700-700-000-000	1210073		90.00
			WARRANT TOTAL			\$90.00
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	2	TOTAL AMOUNT OF CHECKS:	\$1,094.67*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	2	TOTAL AMOUNT:	\$1,094.67*

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT

COMMERCIAL WARRANT REGISTER

FOR WARRANTS DATED 03/23/2018

BATCH: 0036 GENERAL FUND

FUND : 14 DEFERRED MAINTENANCE 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	
20192637	000608/	BURKELL PLUMBING				
		PV-180398	14-0000-0-5600.00-0000-8110-103-000-000	50535		1,137.50
			WARRANT TOTAL			\$1,137.50
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	1	TOTAL AMOUNT OF CHECKS:	\$1,137.50*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	1	TOTAL AMOUNT:	\$1,137.50*

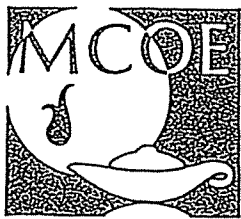
DISTRICT: 047 SAUSALITO SCHOOL DISTRICT

BATCH: 0036 GENERAL FUND

FUND : 40 SPECIAL RESERVE-CAP OUTLAY #1

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	
20192638	002616/	US BANK				
		PV-180399	40-0000-0-7438.00-0000-9100-000-00D-325		202667000 Constr. Project	49,791.50
			WARRANT TOTAL			\$49,791.50
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	1	TOTAL AMOUNT OF CHECKS:	\$49,791.50*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	1	TOTAL AMOUNT:	\$49,791.50*
*** BATCH TOTALS ***			TOTAL NUMBER OF CHECKS:	16	TOTAL AMOUNT OF CHECKS:	\$62,071.12*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	16	TOTAL AMOUNT:	\$62,071.12*
*** DISTRICT TOTALS ***			TOTAL NUMBER OF CHECKS:	16	TOTAL AMOUNT OF CHECKS:	\$62,071.12*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	16	TOTAL AMOUNT:	\$62,071.12*

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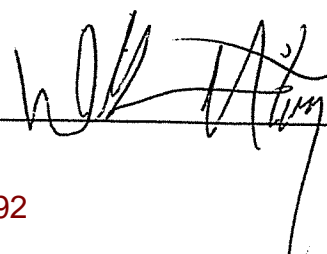
VENDOR PAYMENT CERTIFICATION

Date 3/28/18

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 \$ 47,767.06.

<u>FUND NUMBER</u>	<u>BATCH NUMBER</u>	<u>AMOUNT</u>
<u>01</u>	<u>37</u>	<u>47,650.76</u>
<u>13</u>	<u>37</u>	<u>116.30</u>
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Authorized Signature 

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
BATCH: 0037 GENERAL FUND
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
20193275	070873/	ADVANCED SECURITY SYSTEMS													
		PO-180023	1.	01-0000-0-5840.00-0000-8300-103-000-000									4/18 WCA		97.50
			2.	01-0000-0-5840.00-0000-8300-104-000-000									4/18 BMLK		97.50
				WARRANT TOTAL											\$195.00
20193276	002550/	ASSOCIATED VALUATION SERVICES													
		PO-180020	1.	01-0000-0-5849.00-0000-7200-700-000-000									5823		292.59
				WARRANT TOTAL											\$292.59
20193277	070876/	GATEWAY LEARNING GROUP													
		PV-180414		01-6500-0-5835.00-5770-1182-700-000-000									1214896, 1214904		371.25
				WARRANT TOTAL											\$371.25
20193278	070945/	INFINITY COMMUNICATIONS													
		PO-180137	1.	01-0000-0-5840.00-0000-7200-700-000-000									7639		2,250.00
				WARRANT TOTAL											\$2,250.00
20193279	000039/	KAISER FOUNDATION													
		PV-180411		01-0000-0-9526.00-0000-0000-000-000-000									578-0002		17,418.01
				01-0000-0-9526.00-0000-0000-000-000-000									16734-0001		13,108.12
				WARRANT TOTAL											\$30,526.13
20193280	071000/	OSWALLA MARCUS													
		PV-180405		01-0000-0-5840.00-1453-1010-104-000-000									100070		500.00
				WARRANT TOTAL											\$500.00
20193281	000015/	MSIA DENTAL													
		PV-180412		01-0000-0-9528.00-0000-0000-000-000-000									4/18		2,921.03
				WARRANT TOTAL											\$2,921.03
20193282	000117/	MSIA VISION													
		PV-180413		01-0000-0-9529.00-0000-0000-000-000-000									4/18		370.31
				WARRANT TOTAL											\$370.31
20193283	000058/	P G & E CO													
		PO-180000	1.	01-0000-0-5510.00-0000-8200-103-000-000									3/18 WCA		3,761.23

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT

COMMERCIAL WARRANT REGISTER

FOR WARRANTS DATED 03/30/2018

BATCH: 0037 GENERAL FUND

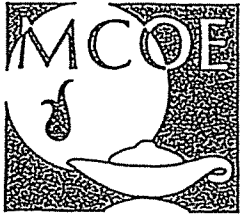
FUND : 01 GENERAL FUND

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		
		2.	01-0000-0-5510.00-0000-8200-104-000-000	4/18	BMLK	4,001.90
			WARRANT TOTAL			\$7,763.13
20193284	070222/	PROTECTION ONE				
		PV-180407	01-0000-0-5840.00-0000-8300-103-000-000	4/18		428.93
			01-0000-0-5840.00-0000-8300-104-000-000	4/18		426.88
			01-0000-0-5840.00-0000-8300-700-000-000	4/18		88.87
			WARRANT TOTAL			\$944.68
20193285	002397/	SAUSALITO MARIN CITY SCHOOL				
		PV-180410	01-9216-0-4200.00-1110-1010-104-000-000		Reimb. to Checking	444.50
			WARRANT TOTAL			\$444.50
20193286	001206/	SHELL OIL CO.				
		PV-180415	01-0000-0-4301.00-0000-8110-735-000-000	3/18		210.00
			WARRANT TOTAL			\$210.00
20193287	070492/	SOUND AND SIGNAL				
		PV-180409	01-8150-0-4300.00-0000-8110-104-000-000		Clock - DO	179.77
			WARRANT TOTAL			\$179.77
20193288	070200/	STANDARD INSURANCE COMPANY CB				
		PV-180406	01-0000-0-9527.00-0000-0000-000-000-000	4/18		682.37
			WARRANT TOTAL			\$682.37
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	14	TOTAL AMOUNT OF CHECKS:	\$47,650.76*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	14	TOTAL AMOUNT:	\$47,650.76*

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
BATCH: 0037 GENERAL FUND
FUND : 13 CAFETERIA 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		
20193289	070841/	ECOLAB				
		PV-180408	13-5310-0-5605.00-0000-3700-700-000-000	8928266		116.30
			WARRANT TOTAL			\$116.30
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	1	TOTAL AMOUNT OF CHECKS:	\$116.30*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	1	TOTAL AMOUNT:	\$116.30*
*** BATCH TOTALS ***			TOTAL NUMBER OF CHECKS:	15	TOTAL AMOUNT OF CHECKS:	\$47,767.06*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	15	TOTAL AMOUNT:	\$47,767.06*
*** DISTRICT TOTALS ***			TOTAL NUMBER OF CHECKS:	15	TOTAL AMOUNT OF CHECKS:	\$47,767.06*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	15	TOTAL AMOUNT:	\$47,767.06*

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MARIN COUNTY
SUPERINTENDENT OF SCHOOLS

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

VENDOR PAYMENT CERTIFICATION

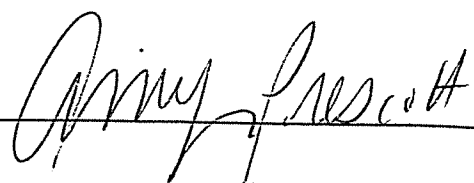
Date 4/4/2018

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 \$ 322,587.22.

<u>FUND NUMBER</u>	<u>BATCH NUMBER</u>	<u>AMOUNT</u>
<u>01</u>	<u>38</u>	<u>152,406.39</u>
<u>13</u>	<u>38</u>	<u>2690.23</u>
<u>40</u>	<u>38</u>	<u>1550.00</u>
<u>78</u>	<u>38</u>	<u>165,940.60</u>
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Authorized Signature 

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
BATCH: 0038 GENERAL FUND
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
20194054	000609/	AMERICAN EXPRESS													
		PV-180424		01	0000	0-4300.00	0000	7110	700	000	000			Board meeting food	74.44
				01	0000	0-4319.00	1110	2140	104	000	000			PD Day Breakfast	68.04
				01	0000	0-5300.00	0000	7150	725	000	000			Amex Fee	45.00
				01	0000	0-5960.00	0000	7200	700	000	000			Postage	15.00
														WARRANT TOTAL	\$202.48
20194055	000006/	BAY CITIES REFUSE INC													
		PO-180004	1.	01	0000	0-5550.00	0000	8200	103	000	000		4/18		718.25
														WARRANT TOTAL	\$718.25
20194056	070513/	BOYS AND GIRLS CLUB													
		PO-180019	2.	01	0000	0-5840.00	1110	8500	104	000	000		1321		12,285.00
														WARRANT TOTAL	\$12,285.00
20194057	070935/	CINTAS CORPORATION													
		PV-180429		01	8150	0-5840.00	0000	8110	104	000	000		626181467		391.35
														WARRANT TOTAL	\$391.35
20194058	070192/	COMMUNIQUE INTERPRETING INC.													
		PO-180095	1.	01	6500	0-5840.00	5770	1132	700	000	000		18-03105, 03154		3,715.00
														WARRANT TOTAL	\$3,715.00
20194059	070871/	DOCUMENT TRACKING SERVICES													
		PO-180175	1.	01	0000	0-5840.00	1110	2700	104	000	000		T949650002		150.00
														WARRANT TOTAL	\$150.00
20194060	001807/	EMPLOYMENT DEVELOPMENT DEPT.													
		PV-180423		01	0000	0-9515.00	0000	0000	000	000	000		942-4117-1 Q1, 2018		377.75
														WARRANT TOTAL	\$377.75
20194061	070692/	JENNIE FUNG													
		PV-180419		01	6500	0-4300.00	5770	1110	700	000	000		Sp Ed Materials		209.61
														WARRANT TOTAL	\$209.61
20194062	000023/	GOODMAN BUILDING SUPPLY CO.													
		PO-180008	1.	01	8150	0-4300.00	0000	8110	103	000	000		4/18 WCA		57.56

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
BATCH: 0038 GENERAL FUND
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
		2.		01-8150-0-4300.00-0000-8110-104-000-000										4/18 BMLK	57.56
				WARRANT TOTAL											\$115.12
20194063	070847/	IES													
		PV-180420		01-6230-0-5840.00-0000-8500-104-000-000										W01.1 Prop 39	130,362.40
				WARRANT TOTAL											\$130,362.40
20194064	071007/	ALLURA LEHRER													
		PV-180418		01-6500-0-4300.00-5770-1110-700-000-000										Sp Ed Supplies	518.10
				WARRANT TOTAL											\$518.10
20194065	070988/	VANESSA LYONS													
		PO-180085	1.	01-9471-0-5800.00-1110-1010-104-000-000										3/18 Garden Work	1,620.00
				WARRANT TOTAL											\$1,620.00
20194066	000045/	MARIN COUNTY OFFICE OF EDUC													
		PV-180416		01-0000-0-5240.00-1110-2140-104-000-000										180532	45.00
				WARRANT TOTAL											\$45.00
20194067	071017/	ZAKI MOKHEMER													
		PO-180092	1.	01-6500-0-5840.00-5770-3600-700-000-000										3/18 Pupil Transp.	705.02
				WARRANT TOTAL											\$705.02
20194068	000016/	OFFICE DEPOT													
		PO-180190	1.	01-0000-0-4300.00-0000-7200-700-000-000										Legal Paper	71.67
		PO-180191	1.	01-8150-0-4300.00-0000-8110-104-000-000										Emergency Exit Frames	77.72
				WARRANT TOTAL											\$149.39
20194069	071058/	MICHAEL STERN													
		PV-180417		01-9473-0-5819.00-1110-1010-104-000-000										Transp. & Supplies-Field Trips	423.43
				WARRANT TOTAL											\$423.43
20194070	070759/	VERIZON WIRELESS													
		PO-180013	1.	01-0000-0-5840.00-0000-7200-700-000-000										4/18	418.49
				WARRANT TOTAL											\$418.49
*** FUND	TOTALS ***														
				TOTAL NUMBER OF CHECKS:					17					TOTAL AMOUNT OF CHECKS:	\$152,406.39*
				TOTAL ACH GENERATED:					0					TOTAL AMOUNT OF ACH:	\$.00*
				TOTAL EFT GENERATED:					0					TOTAL AMOUNT OF EFT:	\$.00*
				TOTAL PAYMENTS:					17					TOTAL AMOUNT:	\$152,406.39*

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
BATCH: 0038 GENERAL FUND
FUND : 13 CAFETERIA FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
20194071	000609/	AMERICAN EXPRESS													
		PV-180424		13-5310-0-4300.00-0000-3700-700-000-000										Field trip lunch bags	12.58
				13-5310-0-4700.00-0000-3700-700-000-000										Cafeteria supplies	19.47
				13-5310-0-5803.00-0000-3700-700-000-000										Cafeteria Job Annoucement	109.00
				WARRANT TOTAL											\$141.05
20194072	070815/	MARIN CHEESE COMPANY													
		PV-180426		13-5310-0-4700.00-0000-3700-700-000-000									543112		95.00
				WARRANT TOTAL											\$95.00
20194073	070973/	ROCK ISLAND REFRIGERATED													
		PV-180425		13-5310-0-4700.00-0000-3700-700-000-000									1110318		104.70
				WARRANT TOTAL											\$104.70
20194074	070816/	UNFI													
		PV-180428		13-5310-0-4700.00-0000-3700-700-000-000									10499932,10488012, 10411196		1,727.48
				WARRANT TOTAL											\$1,727.48
20194075	070799/	VERITABLE VEGETABLE INC.													
		PV-180427		13-5310-0-4700.00-0000-3700-700-000-000									1211519, 1212862		622.00
				WARRANT TOTAL											\$622.00
*** FUND	TOTALS ***														
				TOTAL NUMBER OF CHECKS:		5								TOTAL AMOUNT OF CHECKS:	\$2,690.23*
				TOTAL ACH GENERATED:		0								TOTAL AMOUNT OF ACH:	\$.00*
				TOTAL EFT GENERATED:		0								TOTAL AMOUNT OF EFT:	\$.00*
				TOTAL PAYMENTS:		5								TOTAL AMOUNT:	\$2,690.23*

DISTRICT: 047 SAUSALITO SCHOOL DISTRICT
BATCH: 0038 GENERAL FUND
FUND : 40 SPECIAL RESERVE~CAP OUTLAY #1

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
20194076	070804/	US BANK CORP. TRUST SERVICES													
		PV-180421		40	-0000	-0	-5840	.00	-0000	-9100	-000	-000	-325	4944452	1,550.00
		WARRANT TOTAL													\$1,550.00
*** FUND	TOTALS ***	TOTAL NUMBER OF CHECKS:										1	TOTAL AMOUNT OF CHECKS:		\$1,550.00*
		TOTAL ACH GENERATED:										0	TOTAL AMOUNT OF ACH:		\$.00*
		TOTAL EFT GENERATED:										0	TOTAL AMOUNT OF EFT:		\$.00*
		TOTAL PAYMENTS:										1	TOTAL AMOUNT:		\$1,550.00*

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		
20194077	002172/	WILLOW CREEK ACADEMY													
		PV-180422		78	-0000-0-9620.00-0000-0000-000-000								February 2018 A Bulletins	165,940.60	
													WARRANT TOTAL	\$165,940.60	
*** FUND	TOTALS ***					TOTAL NUMBER OF CHECKS:	1						TOTAL AMOUNT OF CHECKS:	\$165,940.60*	
						TOTAL ACH GENERATED:	0						TOTAL AMOUNT OF ACH:	\$.00*	
						TOTAL EFT GENERATED:	0						TOTAL AMOUNT OF EFT:	\$.00*	
						TOTAL PAYMENTS:	1						TOTAL AMOUNT:	\$165,940.60*	
*** BATCH TOTALS ***						TOTAL NUMBER OF CHECKS:	24						TOTAL AMOUNT OF CHECKS:	\$322,587.22*	
						TOTAL ACH GENERATED:	0						TOTAL AMOUNT OF ACH:	\$.00*	
						TOTAL EFT GENERATED:	0						TOTAL AMOUNT OF EFT:	\$.00*	
						TOTAL PAYMENTS:	24						TOTAL AMOUNT:	\$322,587.22*	
*** DISTRICT TOTALS ***						TOTAL NUMBER OF CHECKS:	24						TOTAL AMOUNT OF CHECKS:	\$322,587.22*	
						TOTAL ACH GENERATED:	0						TOTAL AMOUNT OF ACH:	\$.00*	
						TOTAL EFT GENERATED:	0						TOTAL AMOUNT OF EFT:	\$.00*	
						TOTAL PAYMENTS:	24						TOTAL AMOUNT:	\$322,587.22*	

**SAUSALITO MARIN CITY SCHOOL DISTRICT
BOARD MEETING MINUTES
March 13, 2018**

ATTENDANCE

Board Members Present: Joshua Barrow, Ida Green, Thomas Newmeyer, Debra Turner,
Caroline Van Alst

Superintendent: Will McCoy

The meeting was called to order at 5:00 p.m.

CLOSED SESSION

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

RECONVENE TO OPEN SESSION

Open session reconvened at 6:00 p.m.

REPORT OUT OF CLOSED SESSION

Trustee Barrow announced that no action was taken in closed session.

PLEDGE OF ALLEGIANCE

Trustee Van Alst led the pledge of allegiance.

REORGANIZATION OF AGENDA

Trustee Van Alst said that concerns have been raised by the County Superintendent that she has a common law conflict of interest in decisions that affect the relationship between the district and the charter school, arising from the fact that she has children attending the charter school. She continued: Although I do not believe that a conflict exists, given the nature of the allegations and the ongoing investigation of the district by the Attorney General, I am recusing myself from several items on the agenda: 8.03, 9.01, 9.02, 10.01, 11.01, 14.01, 14.02 and 14.03. She requested that those items be moved to the end of the agenda.

Trustee Newmeyer made the same comment.

Trustee Green said that she is recusing from item 14.07 because her husband is the fitness coordinator at Marin City Community Services District.

M/s/c Van Alst/Newmeyer to rearrange the agenda to allow guest speakers to present first and move the recusal items to the end

Ayes: Barrow, Green, Newmeyer, Turner, Van Alst

Noes: None

Absent: None

BOARD COMMUNICATIONS

Trustee Green said that she attended a conference on domestic violence arranged by One Love, a Virginia based organization. She encouraged the district to take part in their workshops for middle school students.

Trustee Turner said she enjoyed attending events celebrating Black History month at BMLK, as well as hearing fantastic readings at the middle school.

David Finnane said that Jeremiah Moultrie has received a full scholarship to Marin Catholic High School. The Board congratulated Jeremiah on his outstanding achievement.

ORAL COMMUNICATIONS

Marilyn Mackel said that at the last board meeting, the principal gave a report on the performance of children at BMLK. Three trustees said that they had not heard such data before. This is disturbing, because several times over the years, the Board has heard the same information regarding our students' performance. Trustees have a fiduciary duty to act exclusively to promote the interests of BMLK, as well as a duty of care and loyalty. The time for the trustees to continue to recuse themselves has long passed, she concluded.

Bettie Hodges said for the last year and a half, there has been a lot of concern about the establishment of a coherent discipline policy at BMLK. A recent incident regarding a student and a teacher that ended in the courts calls attention to the lack of a consistent policy based on restorative practices. She said: I am worried about the possibility of criminalizing students at this school. We must have a discipline policy that does not lead to more unnecessary involvement of students in the court system.

Community Advisory Committee Report – California Collaborative for Educational Excellence

Sujie Shin gave an overview of the work of CCEE. She said that the emphasis is on capacity building at the local level, so that district can get to decisions that are more evidence based. This work entails understanding the local context, prioritizing goals and continuous improvement.

The Community Advisory Committee and the School Site Council have combined to form the Transformation Team, which has engaged with a wide group of stakeholders to focus on student achievement.

Marin County Office of Education Technical Assistance Team

Raquel Rose and Brooks Allen of MCOE said that while No Child Left Behind policies emphasized testing in English and Math, today there is a more holistic approach to student achievement. To support districts and students, the County Office of Education is identifying districts that may need additional support to implement this new approach. Conversations are continuing to determine the nature of the assistance and connecting it directly to the district Local Control and Accountability Plan, they told the Board.

At 7:16 pm, trustees Van Alst and Newmeyer left the meeting.

Local Control and Accountability Plan (LCAP) Progress Report - Parent Leadership Action Network

Pecolia Manigo of PLAN said that moving forward, LCAP will focus on analyzing our actions so far. It is clear that we should prioritize and focus on the most important issues in an LCAP that originally ran to 131 pages. This will happen in collaboration with the Transformation Team as well as the rest of the stakeholders. She explained the details of the planned steps from now until June when the LCAP is approved by the Board.

At 7:54 pm, trustees Van Alst and Newmeyer returned to the meeting.

Community School Coordinator Report

Jennifer Puckett showed slides that illustrated the numerous Black History Month activities around the school, including a large community gathering hosted by the Cornerstone Baptist Church.

She said: the Hannah Project invited the middle school to lunch at the Senior Center. Many of the students were able to go to Novato to watch the new Black Panther movie. Our garden continues to produce lots of kale and collard greens. We had a successful book fair. Thanks to a generous donation from the Rotary Club, all our students received a \$4 coupon to buy books. All our 8th graders have now registered for Tam high school. I am very grateful to be part of such a warm and caring community, she concluded.

Principal's Report

Principal Finnane said that the Transformation Team has reached out to the entire community to discuss the future of BMLK. He said that he is in talks with community leaders to implement restorative justice. He continued: Our current enrollment stands at 126. We have had nine suspensions to date; last year we had a total of 37. He thanked Campus supervisor Lawana Cook for working with students on individual study programs.

WCA Report

Jeff Knowles of WCA board said that the school's Parent Council's emphasis this year was on family education. Staff survey results show that teachers at WCA feel supported and engaged. He thanked Coach Wayne Price for leading the district's 7th and 8th grade boys basketball team in a winning season.

Contract with the Marin City Community Services District to Provide Physical Education Services at Bayside MLK Jr. Academy for the Remainder of the 2017-2018 School Year

As no motion was made, the matter was tabled.

At 8:46 pm, trustees Van Alst and Newmeyer left the room.

District Letter of Support for the Willow Creek Academy Creek Restoration Project

M/s/c Green/Turner to Approve the District Letter of Support for the Willow Creek Academy Creek Restoration Project

Ayes: Barrow, Green, Turner

Noes: None

Absent: Newmeyer, Van Alst

At 8:50 pm, trustees Newmeyer and Van Alst returned to the meeting.

Roll Call Newmeyer/ Van Alst to Approve the Following Consent Agenda items:

Payment of Warrants – Batches 30-35

Minutes of the February 1, 5, 6 and 28, 2018 Board Meetings

Glass Door Donation of \$5000 for the Bayside MLK Jr. Academy Music Program

Sausalito Rotary Club Donation of \$500 for the Bayside MLK Jr. Academy Book Fair

Ayes: Barrow, Green, Newmeyer, Turner, Van Alst

Noes: None

Absent: None

Contract with Center for Excellence for Theater Project

Coordinator Services (Entire Cost Not to Exceed \$5250 and Reimbursed to the District)

M/s/c Turner/Van Alst to Approve the Contract with Center for Excellence for Theater Project Coordinator Services with a modification

Ayes: Barrow, Green, Newmeyer, Turner, Van Alst

Noes: None

Absent: None

Contract with Momentum in Teaching for Professional Development in 2017-2018 and 2018-2019
M/s/c Newmeyer/Van Alst to Approve the Contract with Momentum in Teaching for Professional Development in 2017-2018 and 2018-2019

Ayes: Barrow, Green, Newmeyer, Turner, Van Alst

Noes: None

Absent: None

Consider Approval of the Contract with Epoch Education Inc. for Educational Training Services in 2017-2018, in the Amount of \$30,000

Marilyn Mackel the areas to be covered under this contract are academic competencies and come within the purview of the principal.

David Finnane said Dr. Dome of Epoch has worked with our teacher in the past. We have middle schoolers with complex challenges as well as strengths. He continued: She was a tremendous asset to me in my work here and I know that she can provide valuable support. We have had challenging experiences for our teachers in the 7th and 8th grades. Dr. Dome can give me feedback in an honest way as someone from outside this community. She would like to help us recruit teachers of color.

Trustee Turner said that this is the second contract that is coming to the Board when it is already underway. Mr. Newmeyer made a motion to approve the contract. As there was no second, the motion failed.

At 9:45 pm, trustees Van Alst and Newmeyer left the meeting.

2017-2018 Second Interim Budget Report

Superintendent McCoy gave a PowerPoint presentation on the budget, outlining the main revenues and expenses. He said that there is concern about the well being of the two schools in our district. We don't know what future agreements between the district and the charter school will look like. He said: This is about two schools and both must thrive. We have to re-bench the conversation and the Board must decide how to allocate resources. The district must provide accurate information to allow the Board to make decisions. It is recommended that the second interim report be approved with a positive certification, but the concerns raised by MCOE are still valid. We need to allocate resources according to need.

Several WCA parents commented on the budget report. Marcella Alexis Addae said that talk of slashing and cutting the Willow Creek budget the school will be bankrupt. She asked what the Board plans to do to make sure that all the children are served equally.

Alexandra Cantin said the district's proposals would be devastating for WCA. Many people in Sausalito rely on the services that the school provides to their children, she concluded.

Jeff Knowles said that since WCA opened, there have been two schools of thought about the allocation of funds – one maintains that need is paramount while the other emphasizes the type of school under consideration. He continued: the present proposal would take between \$.5 and \$1 million from WCA, the school that educates more than half of the high-need students in the district and an equal percentage of children from Marin City and it does so without an analysis of the educational impact on students.

Marilyn Mackel said that some years ago, the Board approved a bond measure to build a middle school in Marin City for all the district students. The same Board then decided to move the K-5 Bayside school in Sausalito to Marin City, allowing WCA to take over the entire campus at 630 Nevada Street. This meant that the district had to build additional portable classrooms to house the lower grades at BMLK. To do this, it had to take out a loan. That loan is the Certificate of Participation that WCA would like the district to pay down with insurance funds meant to rebuild the district office. The current campus in Marin City has no space for its various needs. The rebuilding of the district office on the old Annex building site will alleviate some of that overcrowding.

M/s/c Turner/Green to Approve the 2017-2018 Second Interim Budget Report

Ayes: Barrow, Green, Turner

Noes: None

Absent: Newmeyer, Van Alst

Consider Approval the 2016-2017 Basic Aid Excess Agreement with Willow Creek Academy

M/s/c Green/Turner to Approve the 2016-2017 Basic Aid Excess Agreement with Willow Creek Academy

Ayes: Barrow, Green, Turner

Noes: None

Absent: Newmeyer, Van Alst

Correspondence

The Board noted receipt of letters from the California Department of Education and Willow Creek Academy.

SUPERINTENDENT'S REPORT

Superintendent McCoy gave an update on corrective actions and the Annex project.

ADJOURNMENT

M/s/c Green/Turner to Adjourn at 11:45 p.m.

Ayes: Barrow, Green, Turner

Noes: None

Absent: Newmeyer, Van Alst

Signature/Date

Title

**SAUSALITO MARIN CITY SCHOOL DISTRICT
BOARD MEETING MINUTES
April 2, 2018**

ATTENDANCE

Board Members Present: Joshua Barrow, Thomas Newmeyer, Debra Turner, Caroline Van Alst

Absent: Ida Green

Superintendent: Will McCoy

The meeting was called to order at 5:00 p.m.

CLOSED SESSION

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

RECONVENE TO OPEN SESSION

Open session reconvened at 6:45 p.m.

REPORT OUT OF CLOSED SESSION

Trustee Barrow announced that no action was taken in closed session.

ADJOURNMENT

M/s/c Newmeyer/Turner to Adjourn at 6:45 p.m.

Ayes: Barrow, Newmeyer, Turner, Van Alst

Noes: None

Absent: Green

Signature/Date

Title

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

District: Sausalito Marin City

Person completing this form: William McCoy Title: Superintendent

Quarterly Report Submission Date:

☐ July 2017
☐ October 2017
☐ January 2018
☒ April 2018

Date for information to be reported publicly at governing board meeting 4/17/18

Please check the box that applies:

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

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

William McCoy
 Print Name of District Superintendent

4/17/2018

 Signature of District Superintendent

 Date

Sausalito Marin City School District

Agenda Item: 13.04

Date: April 17, 2018

- | | | | |
|-------------------------------------|---------------------------------|-------------------------------------|----------------|
| <input type="checkbox"/> | Correspondence | <input checked="" type="checkbox"/> | Consent Agenda |
| <input type="checkbox"/> | Reports | | |
| <input type="checkbox"/> | General Functions | | |
| <input type="checkbox"/> | Pupil Services | | |
| <input type="checkbox"/> | Personnel Services | | |
| <input checked="" type="checkbox"/> | Financial & Business Procedures | | |
| <input type="checkbox"/> | Curriculum and Instruction | | |
| <input type="checkbox"/> | Policy Development | | |
| <input type="checkbox"/> | Public Hearings | | |

Item Requires Board Action: ☒ Item is for Information Only: ☐

Item: Consider Renewal of American Red Cross Shelter Agreement for the Bayside Martin Luther King Junior Academy and Willow Creek Academy Charter sites

Background: The District and the American Red Cross have been in partnership for several years for the use of the two district sites as emergency shelters during a disaster.

Please find attached the updated agreement for review and approval.

Fiscal Impact: None. Reasonable, out-of-pocket expenses will be reimbursed by the American Red Cross.

Recommendation: Approve

Attachments:

- American Red Cross Updated Agreement
- American Red Cross Agreement Dated March 22, 2012
- American Red Cross Shelter Information for Shelter Facility Participants



Facility Use Agreement
Disaster Cycle Services Job Tools
Deploy Materials Workers & Technology / Facility Management

The American National Red Cross ("Red Cross"), a non-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disasters strike. The disaster relief activities of the Red Cross are made possible by the American public who support the Red Cross with generous donations. The Red Cross's disaster services are also supported by facility owners who permit the Red Cross to use their buildings as shelters and other service delivery sites for disaster victims. This agreement is between the Red Cross and a facility owner ("Owner") so the Red Cross can use the facility to provide services during a disaster. This agreement only applies when Red Cross requests use of the facility and is managing the activity at the facility.

Parties and Facility

Owner:

Full Name of Owner	Sausalito Marin City School District
Address	200 Phillips Drive, Sausalito, CA 94965
24-Hour Point of Contact Name and Title Work Phone Cell Phone	David Finnane, Principal Work Phone: 415-332-3573 Cell Phone: 415-686-6060
Address for Official Notices (only if different from above address)	Same as above.

Red Cross:

Chapter Name	American Red Cross – Bay Area Chapter
Chapter Address	1663 Market Street, San Francisco, CA, 94103
24-Hour Point of Contact Name and Title Work Phone Cell Phone	Debbie Yee, Senior Disaster Program Manager 707-639-6851 - Cell
Address for Official Notices	American Red Cross, Disaster Cycle Services Logistics, 8550 Arlington Blvd., Fairfax, VA 22031

Facility:

Insert name and complete street address of building or, if multiple buildings, write "See attached facility list," and attach facility list, including complete street address of each building that is part of this agreement. If the Red Cross will use only a portion of a building, then describe the portion of the building that the Red Cross will use.
<ol style="list-style-type: none">1. Bayside Martin Luther King Junior Academy, 200 Phillips Drive, Sausalito, CA 949652. Willow Creek Academy Charter School, 636 Nevada Street, Sausalito, CA 94965



Facility Use Agreement
Disaster Cycle Services Job Tools
Deploy Materials Workers & Technology / Facility Management

Terms and Conditions

1. **Use of Facility:** Upon request and if feasible, Owner will permit the Red Cross to use and occupy the Facility on a temporary basis to conduct emergency, disaster-related activities. The Facility may be used for the following purposes (both parties must initial all that apply):

Facility Purpose	Owner Initials	Red Cross Initials
Service Center (Operations, Client Services, or Volunteer Intake)		
Storage of supplies		
Parking of vehicles		
Disaster Shelter		

2. **Facility Management:** The Red Cross will designate a Red Cross official to manage the activities at the Facility ("Red Cross Manager"). The Owner will designate a Facility Coordinator to coordinate with the Red Cross Manager regarding the use of the Facility by the Red Cross.
3. **Condition of Facility:** The Facility Coordinator and Red Cross Manager (or designee) will jointly conduct a survey of the Facility before it is turned over to the Red Cross. They will use the first page of the Red Cross's **Facility/Shelter Opening/Closing Form** to record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment in the Facility that the Red Cross should not use. The Red Cross will exercise reasonable care while using the Facility and will not modify the Facility without the Owner's express written approval.
4. **Food Services** (*This paragraph applies only when the Facility is used as a shelter or service center.*): Upon request by the Red Cross, and if such resources are available, the Owner will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate meals at the direction of and in cooperation with the Red Cross Manager. The Food Service Manager will establish a feeding schedule and supervise meal planning and preparation. The Food Service Manager and Red Cross Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies before the Facility is turned over to the Red Cross. When the Red Cross vacates the Facility, the Red Cross Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the Red Cross's activities at the Facility.
5. **Custodial Services** (*This paragraph applies only when the Facility is used as a shelter or service center.*): Upon request of the Red Cross and if such resources are available, the Owner will make its custodial resources, including supplies and workers, available to provide cleaning and sanitation services at the Facility. The Facility Coordinator will designate a Facility Custodian to coordinate the these services at the direction of and in cooperation with the Red Cross Manager.
6. **Security/Safety:** In coordination with the Facility Coordinator, the Red Cross Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any security and safety issues at the Facility.
7. **Signage and Publicity:** The Red Cross may post signs identifying the Facility as a site of Red Cross operations in locations approved by the Facility Coordinator. The Red Cross will remove such signs when the Red Cross concludes its activities at the Facility. The Owner will not issue press releases or other publicity concerning the



Facility Use Agreement
Disaster Cycle Services Job Tools
Deploy Materials Workers & Technology / Facility Management

Red Cross's activities at the Facility without the written consent of the Red Cross Manager. The Owner will refer all media questions about the Red Cross activities to the Red Cross Manager.

8. Closing the Facility: The Red Cross will notify the Owner or Facility Coordinator of the date when the Red Cross will vacate the Facility. Before the Red Cross vacates the Facility, the Red Cross Manager and Facility Coordinator will jointly conduct a post-occupancy inspection, using the second page of the *Shelter/Facility Opening/Closing Form*, to record any damage or conditions.
9. Reimbursement: Subject to the conditions in paragraph 10(e) below, the Red Cross will reimburse the Owner for the following:
- a. *Damage to the Facility or other property of Owner*, reasonable wear and tear excepted, resulting from the operations of the Red Cross. Reimbursement for facility damage will be based on replacement at actual cash value. The Red Cross, in consultation with the Owner, will select from bids from at least three reputable contractors. The Red Cross is not responsible for storm damage or other damage caused by the disaster.
 - b. *Reasonable costs associated with custodial and food service personnel and supplies* which would not have been incurred but for the Red Cross's use of the Facility. The Red Cross will reimburse at per-hour, straight-time rate for wages actually incurred but will not reimburse for (i) overtime or (ii) costs of salaried staff.
 - c. *Reasonable, actual, out-of-pocket costs for the utilities indicated below*, to the extent that such costs would not have been incurred but for the Red Cross's use of the Facility. (Both parties must initial all utilities that may be reimbursed by the Red Cross):

	Owner Initials	Red Cross Initials
Water		
Gas		
Electricity		
Waste Disposal		

- d. The Owner will submit any request for reimbursement to the Red Cross within 60 days after the occupancy of the Red Cross ends. Any request for reimbursement must be accompanied by supporting invoices. Any request for reimbursement for personnel costs must be accompanied by a list of the personnel with the dates and hours worked.
 - e. If the disaster is a Federally-declared disaster and Owner is a municipal or state government entity, then the Owner will work with appropriate emergency management agencies to seek cost reimbursement through the Federal Emergency Management Agency's program for administering Public Assistance Category B under the Robert T. Stafford Act. The Red Cross is not obligated to reimburse the Owner for costs covered by Public Assistance Category B.
10. Insurance: The Red Cross shall carry insurance coverage in the amounts of at least \$1,000,000 per occurrence for Commercial General Liability and Automobile Liability. The Red Cross shall also carry Workers' Compensation coverage with statutory limits for the jurisdiction within which the facility is located and \$1,000,000 in Employers' Liability.



Facility Use Agreement
Disaster Cycle Services Job Tools
Deploy Materials Workers & Technology / Facility Management

11. Indemnification: The Red Cross shall defend, hold harmless, and indemnify Owner against any legal liability, including reasonable attorney fees, in respect to claims for bodily injury, death, and property damage arising from the negligence of the Red Cross during the use of the Facility.
12. Term: The term of this agreement begins on the date of the last signature below and ends 30 days after written notice by either party.

Sausalito Marin City School District

The American National Red Cross

Owner (Legal Name)

(Legal Name)

By (Signature)

By (Signature)

William McCoy

Name (Printed)

Name (Printed)

Superintendent

Title

Title

Date

Date

53123

**American Red Cross
Shelter Agreement**

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims. This agreement is between the Red Cross and a facility owner ("Owner") so the Red Cross can use the facility as an emergency shelter during a disaster.

Parties and Facility

Owner:

Legal name: Sausalito Marin City School District
Chapter: _____
24-Hour Point of Contact:
Name and title: Forrest Corson, Director Maintenance, Operations,
Transportation
Work phone: 415.332.3190 Cell phone/pager: 415.272.1403
Address for Legal Notices:
200 Phillips Drive, Marin City, CA, 94965

Red Cross:

Legal name: The American National Red Cross
Chapter: American Red Cross Bay Area Chapter
24-Hour Point of Contact:
Name and title: Disaster Manager
Work phone: 415-721-2379 Cell phone/pager: 415-694-9039
Address for Legal Notices:
712 5th Avenue, San Rafael, CA 94901; ARC Dispatch number: 866-272-2237

Copies of legal notices must also be sent to:

The American National Red Cross, Office of the General Counsel,
2025 E Street, NW, Washington DC 20006

and

The American National Red Cross, Disaster Operations,
2025 E Street NW, Washington, DC 20006.

Shelter Facility:

(Insert name and complete street address of building or, if multiple buildings, write "See attached Facility List" and attach Facility List including complete street address of each building that is part of this Agreement).

MLK Academy






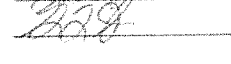
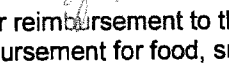
Bayside Elementary School (Willow Creek Charter)

Terms and Conditions

1. Use of Facility: Upon request and if feasible, the Owner will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. The Owner will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will use the first page of the "Facility/Shelter Opening/Closing Form" to record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of the Owner.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, the Owner will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.
5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, the Owner will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.
6. Security: In coordination with the Facility Coordinator, the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.
7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. The Owner will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. The Owner will refer all media questions about the shelter to the Shelter Manager.
8. Closing the Shelter: The Red Cross will notify the Owner or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey, using the second page of the Shelter/Facility Opening/Closing Form to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.
9. Reimbursement: The Red Cross will reimburse the Owner for the following:
 - a. *Damage to the Facility or other property of Owner, reasonable wear and tear excepted, resulting from the operations of the Red Cross. Reimbursement for facility damage will be based on replacement at actual cash value. The Red Cross will select from among*

bids from at least three reputable contractors. The Red Cross is not responsible for storm damage or other damage caused by the disaster.

- b. *Reasonable costs associated with custodial and food service personnel* which would not have been incurred but for the Red Cross's use of the Facility for sheltering. The Red Cross will reimburse at per-hour, straight-time rate for wages actually incurred but will not reimburse for (i) overtime or (ii) costs of salaried staff.
- c. *Reasonable, actual, out-of-pocket operational costs*, including the costs of the utilities indicated below, to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises (both parties must initial all utilities to be reimbursed by the Red Cross):

	Owner initials	Red Cross initials
Water		
Gas		
Electricity		
Waste Disposal		

The Owner will submit any request for reimbursement to the Red Cross within 60 days after the shelter closes. Any request for reimbursement for food, supplies or operational costs must be accompanied by supporting invoices. Any request for reimbursement for personnel costs must be accompanied by a list of the personnel with the dates and hours worked at the shelter.

10. Insurance: The Red Cross shall carry insurance coverage in the amounts of at least \$1,000,000 per occurrence for Commercial General Liability and Automobile Liability. The Red Cross shall also carry Workers' Compensation coverage with statutory limits for the jurisdiction within which the facility is located and \$1,000,000 in Employers' Liability.

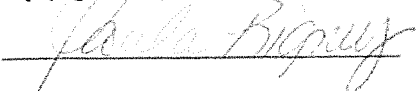
11. Indemnification: The Red Cross shall defend, hold harmless, and indemnify Owner against any legal liability, including reasonable attorney fees, in respect to bodily injury, death and property damage arising from the negligence of the Red Cross during the use of the Premises.

Term: The term of this agreement begins on the date of the last signature below, and shall continue for a period of five (5) years therefrom, or after 30 days written notice of termination by either party, whichever is sooner.

Owner (legal name):

Sausalito Marin City School District

By (signature)



Name: **Paula Rigney**

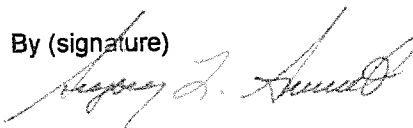
Title: **Business Manager**

Date:

3-29-12

THE AMERICAN NATIONAL RED CROSS
(legal name)

By (signature)



Name **Gregory L. Smith**

Title: **Director, Disaster Services**

Date

3/22/2012



American Red Cross Shelter Information for Shelter Facility Participants

The American Red Cross Bay Area Chapter in Marin, in cooperation with local city and county government, maintains a database of approximately 150 emergency disaster shelter facilities. While many of these are government buildings and public schools, private facilities are also an important part of the community shelter resource, especially in the event of a local emergency.

Public and private facilities, such as yours, have been contacted by the Red Cross in the past and have agreed to become a shelter facility in the event of a disaster.

Survey

As a part of the Red Cross disaster preparedness program, trained disaster volunteers from the Red Cross in Marin periodically conduct on-site shelter facility surveys and update contact information. Survey information is needed to determine the size and capability of each shelter facility, while the contact information is necessary for Red Cross to reach a facility representative to authorize use and opening of the facility.

Agreement Opportunity

In order for a facility to become a Red Cross emergency shelter, a standard agreement between the shelter facility and the American Red Cross is signed by both parties.

The request to open and use a facility as a shelter can come from the Red Cross, the local government, fire or police departments. When the Red Cross makes such a request, it is almost always in response to a local disaster or emergency and the Red Cross works closely with the local authorities.

Activation Procedure

The Red Cross emergency shelter procedure is as follows:

1. The Red Cross always requests permission from the facility owner to open and use the facility as a shelter. By agreeing to become a local shelter, it is imperative that Red Cross obtain and maintain day, night, and weekend contact information of those authorized to grant permission to open and use the facility.
2. The facility owner will always have the right to refuse to open the shelter. When the Red Cross requests the use of a facility as a shelter, the owner will be informed on the amount of time the shelter is expected to be open.
3. After authorization to open the shelter has been granted by the owner, trained Red Cross disaster relief workers inspect the facility along with a representative from your facility to determine the building's safety and current condition. When the facility has been approved for use, trained Red Cross personnel will be assigned to manage the shelter and, if required, cots, blankets, food, and other emergency supplies will be provided by Red Cross. No facility supplies are required or expected, although it is often helpful to have a facility person accessible to help with the operation of the facility.
4. While open, Red Cross staff will keep the facility owner informed on the status of the operation.
5. Upon the closing of a shelter, the Red Cross will conduct a post-inspection of the facility with a representative from your facility. Red Cross responsibilities for operating expenses and damage to the facility are specified in the written agreement.

RESOLUTION NO. 753

RESOLUTION OF THE GOVERNING BODY OF THE

Sausalito Marin City School District

**PROPOSING AN ELECTION BE HELD IN ITS JURISDICTION;
REQUESTING THE BOARD OF SUPERVISORS TO CONSOLIDATE WITH ANY
OTHER ELECTION CONDUCTED ON SAID DATE, AND REQUESTING
ELECTION SERVICES BY THE MARIN COUNTY ELECTIONS DEPARTMENT**

WHEREAS, it is the determination of said governing body that the Uniform District Election to be held on the 6th day of November, 2018, at which election the issue to be presented to the voters shall be:

To elect members to the Board of Trustees:

Number of Regular Term Positions (4 year) 3

Number of Short Term Positions (2 year) 0

Payment for the publication of a candidate's statement of qualification is the responsibility of the: candidates
(District or Candidate)

NOW, THEREFORE, BE IT RESOLVED, that the Board of Supervisors of the County of Marin
Is hereby requested to:

- 1) Consolidate said election with any other applicable election conducted on the same day;
- 2) Authorize and direct the Elections Department at District expense, to provide all necessary election services and to canvass the results of said election.

PASSED AND ADOPTED this 17th day of April, 2018 by the following vote, to wit;

AYES:

NOES:

ABSENT:

PRESIDENT, BOARD OF TRUSTEES

ATTEST: _____

Secretary

Sausalito Marin City School District

Agenda Item: 14.02

Date: April 17, 2018

- | | |
|---|---|
| <input type="checkbox"/> Correspondence | <input type="checkbox"/> Consent Agenda |
| <input type="checkbox"/> Reports | |
| <input type="checkbox"/> General Functions | |
| <input type="checkbox"/> Pupil Services | |
| <input type="checkbox"/> Personnel Services | |
| <input checked="" type="checkbox"/> Financial & Business Procedures | |
| <input type="checkbox"/> Curriculum and Instruction | |
| <input type="checkbox"/> Policy Development | |
| <input type="checkbox"/> Public Hearings | |

Item Requires Board Action: ☒ Item is for Information Only: ☐

Item: Consider Approval of the Updated Municipal Advisory Agreement and Addendums 1 to this Agreement with Wulff, Hansen & Company.

Background: The District is interested in investigating options for refunding/restructuring of the Certificates of Participation (COPs) acquired by the District to install portable buildings at the Bayside Martin Luther King Jr. Academy site in 2013-2014.

Wulff, Hansen & Company currently provides municipal advisory services to the District. In order to provide guidance and options for refunding/restructuring of the COPs, the District is presented with a contract agreement with Wulff, Hansen & Company.

Scope of Services: From time to time the District may request that Wulff, Hansen & Company provide municipal advisory services relating to a specific project or projects. The term of the contract presented is April 18, 2018 through December 31, 2019.

Addendum 1 - Scope of Services: Municipal Advisors will provide numerical analysis of different options to modify annual payments on the Certificates of Participation (COPs).

Fiscal Impact: Total cost not to exceed \$6,250. Paid by Unrestricted Base Funds
(New expense not reflected in current budget)

Phase 1:	Research and Identify Option in Addendum 1:	\$3,500
	Paid by Unrestricted Base Funds	
Phase 2:	Implementation of Option(s) Identified in Phase 1:	\$2,750

Recommendation: Approve

Attachments:

- Master Agreement that Incorporates New Requisite Disclosures
- Addendum 1 Describing Duties, Fees and Termination Date Relating to the Refunding/Restructuring of the Certificates of Participation (COPs)

WULFF, HANSEN & Co.
ESTABLISHED 1931
INVESTMENT BANKERS
100 SMITH RANCH ROAD, SUITE 330
SAN RAFAEL, CALIFORNIA 94903
(415) 421-8900

March 28, 2018

Amy Prescott
Sausalito Marin City School District
200 Phillips Drive
Marin City, CA 94965

This is an Agreement (AGREEMENT) between **Sausalito Marin City School District** (CLIENT) and Wulff, Hansen & Co. (MUNICIPAL ADVISOR or ADVISOR) a registered municipal advisory firm. The purpose of the AGREEMENT is to provide a framework allowing MUNICIPAL ADVISOR to provide municipal advisory services (SERVICES) to CLIENT from time to time as may be mutually agreed upon by both parties. All such SERVICES to be delivered under this Agreement will be specifically described in an Addendum to the AGREEMENT accepted by both parties, and no services will be provided in the absence of such an Addendum. The terms and conditions of this Agreement are set forth below. CLIENT understands and acknowledges that any information or services provided by ADVISOR pursuant to an Addendum to this Agreement are for the purpose of serving as Municipal Advisor to CLIENT and not as an Underwriter or otherwise facilitating the placement of municipal securities issued by CLIENT.

This AGREEMENT also contains various disclosures and other information required under MSRB Rule G-42 and, with its Addenda, will serve as written documentation of certain specific terms, disclosures and other items of information relating to our relationship as of the date this AGREEMENT is signed by ADVISOR. If this information materially changes during the relationship any such change will be described in writing and delivered to you.

1. Scope of Services.

(a) *Services to be provided.*

From time to time CLIENT may request that ADVISOR provide municipal advisory services relating to a specific project or projects. The scope of any such services, any limitations thereon, any compensation to be earned by ADVISOR in connection with their delivery, and any conflicts of interest (other than those disclosed in this AGREEMENT) that ADVISOR may have in connection with such services will be described in an Addendum to this AGREEMENT. No services which are not so described and documented in an Addendum will be provided by ADVISOR to CLIENT.

(b) *Limitations on Scope of Services*

Where an Addendum to this Agreement describes the scope of services to be provided under that Addendum, any limitations on such scope in addition to those included in this Agreement will be described in that Addendum.

Unless otherwise specifically provided in an Addendum to this Agreement, ADVISOR is not responsible for preparing any preliminary or final official statement, or for certifying as to the accuracy or completeness of any preliminary or final official statement, other than with respect to any information about Municipal Advisor provided by Municipal Advisor for inclusion in such documents. In addition, ADVISOR will not provide any of the following services in connection with any engagement pursuant to this Agreement or any associated Addenda:

- a) Legal services of any kind, including advice on CLIENT's responsibilities under the federal securities laws relating to disclosure in connection with municipal securities, inclusive of the Securities Act of 1933 and Rule 10b-5 promulgated under the Securities Exchange Act of 1934;
- b) Engineering services of any kind;
- c) Special Tax Rate Consulting
- d) Absorption Analysis or the review thereof;
- e) Feasibility Studies or the review thereof
- f) Fiscal Consulting;
- g) Underwriting or placement agent services;
- h) Accounting services;

- i) Advice concerning investment or other use of excess bond proceeds, if any, resulting from an issuance of municipal securities
- j) Advice concerning derivative transactions or other municipal financial products, including but not limited to advice regarding swap transactions or strategies.

CLIENT acknowledges its responsibility with respect to compliance with federal securities laws and represents its intention to comply in all respects with such laws. CLIENT acknowledges and understands that state and federal laws relating to disclosure in connection with municipal securities may apply to the CLIENT and that the failure of ADVISOR to advise CLIENT respecting these laws shall not constitute a breach by ADVISOR of any of its duties and responsibilities under this Agreement.

2. Municipal Advisor's Regulatory Duties When Advising CLIENT.

MSRB Rule G-42 requires that Municipal Advisor make a reasonable inquiry as to the facts that are relevant to CLIENT's determination whether to proceed with a course of action or that form the basis for any advice provided by Municipal Advisor to CLIENT. The rule also requires that Municipal Advisor undertake a reasonable investigation to determine that it is not basing any recommendation on materially inaccurate or incomplete information. Municipal Advisor is also required under the rule to use reasonable diligence to know the essential facts about CLIENT and the authority of each person acting on CLIENT's behalf.

Accordingly, Municipal Advisor will seek CLIENT's assistance and cooperation, and the assistance and cooperation of CLIENT's agents, with the carrying out by Municipal Advisor of these regulatory duties, including providing to Municipal Advisor accurate and complete information and reasonable access to relevant documents, other information and personnel needed to fulfill such duties. In addition, to the extent CLIENT seeks to have Municipal Advisor provide advice with regard to any recommendation made by a third party, Municipal Advisor requests that CLIENT provide to Municipal Advisor written direction to do so as well as any information it has received from such third party relating to its recommendation.

3. Term.

This AGREEMENT shall become effective upon acceptance by both parties and shall terminate **December 31, 2019** unless terminated earlier by one of the parties. Either party may terminate this AGREEMENT upon thirty days written notice to the other party or as may be mutually agreed by both parties. ADVISOR's engagement to provide municipal advice on a specific project or projects described in an Addendum to this document shall terminate as described in that Addendum.

4. Compensation.

The form and basis of any compensation for any of Municipal Advisor's services provided or expenses incurred pursuant to an Addendum to this AGREEMENT will be as described in that Addendum.

5. Limitation of Liability.

In the absence of willful misconduct, bad faith, gross negligence or reckless disregard of obligations or duties hereunder on the part of Municipal Advisor or any of its associated persons, Municipal Advisor and its associated persons shall have no liability to CLIENT for any act or omission in the course of, or connected with, rendering services hereunder, or for any error of judgment or mistake of law, or for any loss arising out of any issuance of municipal securities, any municipal financial product or any other investment, or for any financial or other damages resulting from CLIENT's election to act or not to act, as the case may be, contrary to any advice or recommendation provided by Municipal Advisor to CLIENT. No recourse shall be had against Municipal Advisor for loss, damage, liability, cost or expense (whether direct, indirect or consequential) of CLIENT arising out of or in defending, prosecuting, negotiating or responding to any inquiry, questionnaire, audit, suit, action, or other proceeding brought or received from the Internal Revenue Service in connection with any issue or otherwise relating to the tax treatment of any issue, or in connection with any opinion or certificate rendered by counsel or any other party. Notwithstanding the foregoing, nothing contained in this paragraph or elsewhere in this Agreement shall constitute a waiver by CLIENT of any of its legal rights under applicable U.S. federal securities laws or any other laws whose applicability is not permitted to be contractually waived nor shall it constitute a waiver or

diminution of Municipal Advisor's fiduciary duty to CLIENT under Section 15B(c)(1) of the Securities Exchange Act of 1934, as amended, and the rules thereunder.

6. Required Disclosures.

MSRB Rule G-42 requires that Municipal Advisor provide CLIENT with the following disclosures of material conflicts of interest and of information regarding certain legal events and disciplinary history.

(a) Disclosures of Conflicts of Interest. MSRB Rule G-42 requires that municipal advisors provide to their clients disclosures relating to any actual or potential material conflicts of interest, including certain categories of potential conflicts of interest identified in Rule G-42, if applicable. If no such material conflicts of interest are known to exist based on the exercise of reasonable diligence by the municipal advisor, municipal advisors are required to provide a written statement to that effect.

Accordingly, any material conflicts of interest known to Municipal Advisor in connection with the Scope of Services are disclosed below, including those conflicts applying to various forms of compensation which are described in a document attached to this AGREEMENT. We believe that these conflicts are mitigated by our duties to CLIENT as assigned to us under Federal and State laws and regulations and the rules of the Municipal Securities Rulemaking Board. In addition, because Municipal Advisor is a broker-dealer with significant business and economic interests due to the nature of its overall business, the success and profitability of Municipal Advisor is not dependent on maximizing short-term revenue generated from individualized recommendations to its clients but instead is dependent on long-term profitability built on a foundation of integrity, quality of service and strict adherence to its fiduciary duty where such duty exists. Furthermore, Municipal Advisor's municipal advisory supervisory structure, leveraging our long-standing and comprehensive broker-dealer supervisory processes and practices, provides strong safeguards against individual representatives of Municipal Advisor potentially departing from their regulatory duties due to personal interests.

Other Municipal Advisor or Underwriting Relationships.

Municipal Advisor serves a wide variety of other clients that may from time to time have interests that could have a direct or indirect impact on the interests of CLIENT. For example, Municipal Advisor serves as municipal advisor to other municipal advisory clients and, in such cases, owes a regulatory duty to such other clients just as it does to CLIENT under this Agreement. These other clients may, from time to time and depending on the specific circumstances, have competing interests, such as accessing the new issue market with the most advantageous timing and with limited competition at the time of the offering. In acting in the interests of its various clients, Municipal Advisor could potentially face a conflict of interest arising from these competing client interests. In other cases, as a broker-dealer that engages in underwritings of new issuances of municipal securities by other municipal entities, the interests of Municipal Advisor to achieve a successful and profitable underwriting for its municipal entity underwriting clients could potentially constitute a conflict of interest if, as in the example above, the municipal entities that Municipal Advisor serves as underwriter or municipal advisor have competing interests in seeking to access the new issue market with the most advantageous timing and with limited competition at the time of the offering. None of these other engagements or relationships would impair Municipal Advisor's ability to fulfill its regulatory duties to CLIENT.

Broker-Dealer and Investment Advisory Business.

Municipal Advisor is a broker-dealer and investment advisory firm that engages in a broad range of securities-related activities to service its clients, in addition to serving as a municipal advisor or underwriter. Such securities-related activities, which may include but are not limited to the buying and selling of new issue and outstanding securities and investment advice in connection with such securities, including securities of CLIENT, may be undertaken on behalf of, or as counterparty to, CLIENT, personnel of CLIENT, and current or potential investors in the securities of CLIENT. These other clients may, from time to time and depending on the specific circumstances, have interests in conflict with those of CLIENT, such as when their buying or selling of CLIENT's securities may have an adverse effect on the market for CLIENT's securities, and the interests of such other clients could create the incentive for Municipal Advisor to make recommendations to CLIENT that could result in more advantageous pricing for the other clients. Furthermore, any potential conflict arising from Municipal Advisor effecting or

otherwise assisting such other clients in connection with such transactions is mitigated by means of such activities being engaged in on customary terms through units of the Municipal Advisor that operate separately from Municipal Advisor's municipal advisory business, thereby reducing the likelihood that the interests of such other clients would have an impact on the services provided by Municipal Advisor to CLIENT under this Agreement.

Other Business Relationships

Municipal Advisor may have existing or future business relationships, unrelated to CLIENT or Municipal Advisor's services to CLIENT, with underwriters, placement agents, attorneys, accountants, financial institutions, contractors or other entities whose services it may recommend to CLIENT or whom CLIENT may select on its own initiative. Municipal Advisor's business relationships with such entities may include payments or referrals made to Advisor by such entities or payments or referrals made by Advisor to such entities in connection with matters wholly unrelated to CLIENT's business or activities. Because under no circumstances will Advisor accept any form of payment or other remuneration, directly or indirectly, from any third party in connection with Advisor's services to CLIENT, Advisor believes that none of these other engagements or relationships would create a material conflict or otherwise impair Municipal Advisor's ability to fulfill its regulatory duties to CLIENT.

Secondary Market Transactions in CLIENT's Securities.

Municipal Advisor, in connection with its sales and trading activities, may take a principal position in securities, including securities of CLIENT, and therefore Municipal Advisor could have interests in conflict with those of CLIENT with respect to the value of CLIENT's securities while held in inventory and the levels of mark-up or mark-down that may be available in connection with purchases and sales thereof. In particular, Municipal Advisor or its affiliates may submit orders for and acquire CLIENT's securities issued in an Issue under the Agreement from members of the underwriting syndicate, either for its own account or for the accounts of its customers. This activity may result in a conflict of interest with CLIENT in that it could create the incentive for Municipal Advisor to make recommendations to CLIENT that could result in more advantageous pricing of CLIENT's bond in the marketplace. Any such conflict is mitigated by means of such activities being engaged in on customary terms through staff members of the Municipal Advisor that operate independently from Municipal Advisor's municipal advisory business, thereby reducing the likelihood that such investment activities would have an impact on the services provided by Municipal Advisor to CLIENT under this Agreement.

Other Conflicts of Interest.

Municipal Advisor has in the past and may in the future serve as Municipal Advisor to other public agencies, including school districts, in the County of Marin. Such other public agencies are separate entities from CLIENT. Municipal Advisor is of the opinion that providing advisory services to such other agencies will not conflict with its duties and obligations to CLIENT. However, if any of Municipal Advisor's activities with other agencies does appear to be potentially in conflict with services to be provided to CLIENT, Municipal Advisor will notify CLIENT of such conflict and Municipal Advisor, CLIENT and such other agency will work to resolve such conflict to the satisfaction of CLIENT.

(b) ***Disclosures of Information Regarding Legal Events and Disciplinary History.*** MSRB Rule G-42 requires that municipal advisors provide to their clients certain disclosures of legal or disciplinary events material to its client's evaluation of the municipal advisor or the integrity of the municipal advisor's management or advisory personnel. Accordingly, Municipal Advisor addresses below the required disclosures and related information in connection with such disclosures.

Required disclosures include specific information about any criminal actions, regulatory actions, investigations, terminations, judgments, liens, civil judicial actions, customer complaints, arbitrations and civil litigation. Municipal Advisor and members of its staff have been subject to various such legal or disciplinary events. Municipal Advisor reasonably believes that it as an entity has no such events that may be material to CLIENT's evaluation of Municipal Advisor as such. However, during its 85 years as a broker/dealer, Municipal Advisor has accumulated a number of such events related to its broker/dealer business as such and CLIENT may wish to review these. Members of Municipal Advisor's staff who have also been registered representatives of one or more broker/dealers have disclosures which could potentially be material to CLIENT's evaluation. Specific instances of

such events can be found in Item 9 of our Form MA and, for staff members, Item 6 of Forms MA-I. Direct links to all of this information for the firm and each individual are provided on our website at:

<http://www.wulffhansen.com/publish/disclosureMA.html>

The date of the last material change to a legal or disciplinary event disclosure on any Form MA or Form MA-I filed by Municipal Advisor with the SEC is July 9, 2015, which change consisted of removal of a previously reported disclosure concerning an investment-related consumer-initiated customer complaint against one of Municipal Advisor's staff which had been abandoned by the customer without resolution for more than 24 months prior to its removal.

(c) **Customer Protections.** Municipal Advisor is registered with the Securities and Exchange Commission and the Municipal Securities Rulemaking Board. The latter's website is located at www.msrb.org. A municipal advisory client brochure is available on that website that describes the protections that may be provided by the MSRB's rules and how a client may file a complaint with an appropriate regulatory authority.

(d) **Future Supplemental Disclosures.** As required by MSRB Rule G-42, this information may be supplemented or amended, from time to time as needed, to reflect changed circumstances resulting in new conflicts of interest or changes in the conflicts of interest described above, or to provide updated information with regard to any legal or disciplinary events of Municipal Advisor. Municipal Advisor will provide CLIENT with any such supplement or amendment as it becomes available throughout the term of the Agreement.

7. Choice of Law.

This Agreement shall be construed and given effect in accordance with the laws of the State of California.

8. Entire Agreement. This instrument, including all Addenda and Appendices hereto, contains the entire agreement between the parties relating to the rights herein granted and obligations herein assumed. This Agreement may not be amended, supplemented or modified except by means of a written instrument executed by both parties.

9. Severability. If any provision of this Agreement is, or is held or deemed to be, invalid, inoperative or unenforceable as applied in any particular case in any jurisdiction or jurisdictions because it conflicts with any provisions of any constitution, statute, rule or public policy, or for any other reason, such circumstances shall not make the provision in question invalid, inoperative or unenforceable in any other case or circumstance, or make any other provision or provisions of this Agreement invalid, inoperative or unenforceable to any extent whatever.

Wulff, Hansen & Co.

By: _____

Title: _____

Date: _____

ACKNOWLEDGED:

Sausalito Marin City School District

By: _____

Title: _____

Date: _____

DISCLOSURE OF CONFLICTS OF INTEREST WITH VARIOUS FORMS OF COMPENSATION

The Municipal Securities Rulemaking Board requires us, as your Advisor, to provide written disclosure to you about the actual or potential conflicts of interest presented by various forms of compensation. We must provide this disclosure unless you have required that a particular form of compensation be used. You should select a form of compensation that best meets your needs and the agreed upon scope of services.

Forms of compensation; potential conflicts. The forms of compensation for Advisors vary according to the nature of the engagement and requirements of the client, among other factors. Various forms of compensation present actual or potential conflicts of interest because they may create an incentive for an Advisor to recommend one course of action over another if it is more beneficial to the Advisor to do so. This document discusses various forms of compensation and the timing of payments to the Advisor.

Fixed fee. Under a fixed fee form of compensation, the Advisor is paid a fixed amount established at the outset of the transaction. The amount is usually based upon an analysis by the client and the Advisor of, among other things, the expected duration and complexity of the transaction and the agreed-upon scope of work that the Advisor will perform. This form of compensation presents a potential conflict of interest because, if the transaction requires more work than originally contemplated, the advisor may suffer a loss. Thus, the advisor may recommend less time-consuming alternatives, or fail to do a thorough analysis of alternatives. There may be additional conflicts of interest if the Advisor's fee is contingent upon the successful completion of a financing, as described below.

Hourly fee. Under an hourly fee form of compensation, the Advisor is paid an amount equal to the number of hours worked by the advisor times an agreed-upon hourly billing rate. This form of compensation presents a potential conflict of interest if the client and the Advisor do not agree on a reasonable maximum amount at the outset of the engagement, because the advisor does not have a financial incentive to recommend alternatives that would result in fewer hours worked. In some cases, an hourly fee may be applied against a retainer (e.g., a retainer payable monthly), in which case it is payable whether or not a financing closes. Alternatively, it may be contingent upon the successful completion of a financing, in which case there may be additional conflicts of interest, as described below.

Fee contingent upon the completion of a financing or other transaction. Under a contingent fee form of compensation, payment of an Advisor's fee is dependent upon the successful completion of a financing or other transaction. Although this form of compensation may be customary for the client, it presents a conflict because the Advisor may have an incentive to recommend unnecessary financings or financings that are disadvantageous to the client. For example, when facts or circumstances arise that could cause the financing or other transaction to be delayed or fail to close, an Advisor may have an incentive to discourage a full consideration of such facts and circumstances, or to discourage consideration of alternatives that may result in the cancellation of the financing or other transaction.

Fee paid under a retainer agreement. Under a retainer agreement, fees are paid to an Advisor periodically (e.g., monthly) and are not contingent upon the completion of a financing or other transaction. Fees paid under a retainer agreement may be calculated on a fixed fee basis (e.g., a fixed fee per month regardless of the number of hours worked) or an hourly basis (e.g., a minimum monthly payment, with additional amounts payable if a certain number of hours worked is exceeded). A retainer agreement does not present the conflicts associated with a contingent fee arrangement (described above).

Fee based upon principal or notional amount and term of transaction. Under this form of compensation, the Advisor's fee is based upon a percentage of the principal amount of an issue of securities (e.g., bonds) or, in the case of a derivative, the present value of or notional amount and term of the derivative. This form of compensation presents a conflict of interest because the advisor may have an incentive to advise the client to increase the size of the securities issue or modify the derivative for the purpose of increasing the Advisor's compensation.

ADDENDUM TO MUNICIPAL ADVISORY AGREEMENT

Addendum 1

1. Purpose

This Addendum 1 to the Municipal Advisory Agreement dated March 28, 2018 between Sausalito Marin City School District (hereafter, "CLIENT") and Wulff, Hansen & Co. (hereafter, "Municipal Advisor") specifies and describes specific municipal advisory services to be performed by Municipal Advisor under that Agreement.

2. Services

2.1 Scope of Services

Municipal Advisor will provide the following services to CLIENT pursuant to this Addendum:

CLIENT wishes Municipal Advisor to assist it in exploring and evaluating options ("Options") regarding the potential use of existing funds ("Funds"), other means not involving Funds, or both, toward refunding, defeasing and/or modifying or restructuring the payment schedule of CLIENT's 2013 Certificates of Participation issue (the "COPS") with the intention of modifying CLIENT's annual lease payments ("Modification") to better meet the needs of the CLIENT.

Phase 1: Municipal Advisor will assist CLIENT with identifying Options of how Funds, other means not involving Funds, or both may be utilized to best modify annual payments on the COPS. Municipal Advisor will provide numerical analysis of different Options for comparison and discussion with staff and the Board in order to receive further direction on how/if CLIENT wishes to proceed to implement any Option(s) presented.

Phase 2: If CLIENT does wish to proceed with an Option, CLIENT will then require the assistance of Municipal Advisor to prepare and coordinate the Modification to accomplish the objectives of the Board. Municipal Advisor will advise on implementation of the Modification, including timing and related costs and be prepared to coordinate with staff and with consultants of different disciplines in accordance with the Board's direction. In order to accomplish the Modification, Municipal Advisor's duties may include some or all of the following: review and updating of CLIENT's debt management policy, review of CLIENT's continuing disclosure filings, coordinating with appropriate parties for application of Funds in accordance with the selected Option, setting a schedule for the Modification, developing a distribution list of Modification participants, coordination of Modification team members, reading and review of all Modification documents for accuracy, overseeing the Modification process, summarizing the Modification results to CLIENT, including Board members, preparing the closing memo and coordinating funding of the Modification, follow-up with CLIENT and availability for follow-up questions by CLIENT relating to the Modification in accordance with the Board's direction.

2.2 Limitations on Scope of Services

The services to be provided by Municipal Advisor to CLIENT pursuant to this Addendum are subject to the following limitations in addition to those described in the Agreement.

The following Services will NOT be provided to CLIENT:

- a) Advice concerning the legality or appropriateness of using Funds for purposes related to CLIENT's COPS
- b) Advice concerning the political feasibility of Modification
- c) Advice concerning allocation of Funds or other resources among CLIENT's facilities and projects
- d) Advice concerning the political feasibility of proceeding with any Option
- e) Advice concerning any aspects of any Option that are of a political nature

3. Termination

The provisions of this Addendum 1 shall terminate and thereafter be null and void upon the earlier of successful implementation of any chosen Option and Modification of the COPs pursuant to direction from the Board of Trustees, a decision by the Board not to pursue any Option or Modification, or December 31, 2019. This Addendum 1 may be cancelled by either party by providing 30 days' notice to the other party, or by mutual consent of the parties. This Addendum 1 may only be extended by a written agreement between CLIENT and Wulff, Hansen & Co.

4. Fees

With regard to Services to be provided by Municipal Adviser under this Addendum 1, Municipal Advisor shall be compensated as follows:

For assistance with Phase 1 (identifying and developing Options for using Funds to modify annual payments on the COPs), working with staff to prepare a presentation, including numerical analysis, to the Board regarding said Options, meeting with the Board to present and discuss the Options and receiving direction from the Board regarding selection of an Option, if any, the fee is \$3,500. This fee is due and payable immediately following presentation to the Board, whether or not the Board decides to implement any Option or pursue any Modification.

The fee for Phase 2 (implementation of an Option to accomplish a Modification), is \$2,750 and is payable only upon completion of said Modification or other financial action or arrangement affecting the COPs. Municipal Advisor anticipates that development of the Analysis and Options for CLIENT as well as completion of any Modification will involve multiple visits with staff and Board of Trustees meetings. Said visits are included in Municipal Advisor's fees.

5. Conflicts of Interest

Phase 2 compensation to Municipal Advisor presents a potential conflict of interest in that Municipal Advisor's advice in Phase 1 could in theory be influenced by its financial incentive to proceed to Phase 2. Municipal Advisor believes that this potential conflict is mitigated by the facts that (a) Its fiduciary duty to Client would not allow it to be so influenced, (b) Its legal and regulatory duties require that it be prepared to justify and support the advice given in Phase 1, and (c) its compensation for Phase 1 is unconditional and its compensation for Phase 2 is not a material amount.

Approved:
Sausalito Marin City School District

Approved:
Wulff, Hansen & Co.

/s/ _____

/s/ _____

Print Name and Title

Chris Charles, President

Date: _____

Date: _____

Sausalito Marin City School District

Agenda Item: 14.03

Date: April 17, 2018

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| <input type="checkbox"/> Correspondence | <input type="checkbox"/> Consent Agenda |
| <input type="checkbox"/> Reports | |
| <input type="checkbox"/> General Functions | |
| <input type="checkbox"/> Pupil Services | |
| <input type="checkbox"/> Personnel Services | |
| <input checked="" type="checkbox"/> Financial & Business Procedures | |
| <input type="checkbox"/> Curriculum and Instruction | |
| <input type="checkbox"/> Policy Development | |
| <input type="checkbox"/> Public Hearings | |

Item Requires Board Action: ☒ Item is for Information Only: ☐

Item: Consider Approval of the Staff Development Services by Epoch Consulting in the Amount of \$6,000. Paid with Staff Development Funds Currently in the Budget.

Background: Dr. Nancy Dome provided Mr. LeShawn Holcomb, Mr. Michael Stern, and Mr. David Finnane with 3 days of services (she is billing the SMCSD for 2 days) focused on classroom management, student-teacher relationship building, curriculum implementation, and cultural sensitivity. Dr. Dome worked in the classrooms with the teachers and students for two full days as well as provided 1:1 and small group feedback to the teachers during each visit. She provided Mr. Finnane with nearly a full day of consultation during the time she was engaged with our district and school. Dr. Dome's work with Mr. Finnane was focused on administering a school with a diverse student population representing a wide range of academic, social, and emotional needs. Her services primarily addressed our middle school students and program. As directed by the board at the March 13th board meeting, the district will not proceed with a contract for continued services beyond what was received prior to March 13th.

Fiscal Impact: Total Cost - \$6,000. Paid by Supplemental/Concentration Funds Included in Current Budget.

Recommendation: Approve

Attachments:

- Epoch Invoice

Invoice Due: 03/07/18
1160

Amount Due: **\$6,000.00**

Dear David Finnane:

Your invoice-1160 for 6,000.00 is attached. Please remit payment at your earliest convenience.

Thank you for your business - we appreciate it very much.

Sincerely,
EPOCH Education, Inc.

510.463.4908



Sausalito Marin City School District

Agenda Item: 14.04

Date: April 17, 2018

- | | |
|---|---|
| <input type="checkbox"/> Correspondence | <input type="checkbox"/> Consent Agenda |
| <input type="checkbox"/> Reports | |
| <input type="checkbox"/> General Functions | |
| <input type="checkbox"/> Pupil Services | |
| <input type="checkbox"/> Personnel Services | |
| <input checked="" type="checkbox"/> Financial & Business Procedures | |
| <input type="checkbox"/> Curriculum and Instruction | |
| <input type="checkbox"/> Policy Development | |
| <input type="checkbox"/> Public Hearings | |

Item Requires Board Action: ☒ Item is for Information Only: ☐

Item: Memorandum of Understanding with the Hannah Project for the 2018 Freedom Summer School Session

Background: The Hannah Project has been providing summer programming (Freedom School) for students over the last several years at Bayside MLK. They have a focus on serving the students of Marin City, but welcome students from the adjacent areas as well. This contract outlines the services that will be provide by the Hannah Project, as well as the costs associated with the work. New this year is the addition of data metrics (pre and post) for the students that attend Freedom School. I am pleased with the work that Bettie Hodges and the Freedom School team have provided our community in the past, and I am encouraged by the planning and services that are proposed in the contract. We look forward to a positive experience for our students, and are thankful for the Hannah Project in serving our students during the summer.

The funds for this program have been budgeted all year. The payments to the Hannah Project are scheduled to help assist with the intensive training costs associated with the program prior to the actual first day of students at Freedom School. The final payment is rendered upon completion of the Freedom School program this summer.

Recommendation: Approve

Attachments:

Hannah Project Agreement and Budget

MEMORANDUM OF UNDERSTANDING

Between the Hannah Project Partnership For Academic Achievement, A Non-Profit Organization, And the Sausalito Marin City School District

April 17, 2018

I. PARTIES

- A. The Parties to this Memorandum of Understanding ("MOU" or "Agreement") are the Sausalito Marin City School District ("SMCSD") and the Hannah Project Partnership for Academic Achievement ("The Hannah Project, "Hannah," or the "Project"). In this Agreement, SMCSD and The Hannah Project, at times, are referred to as the "Parties."
- B. SMCSD is the public school district for Sausalito and Marin City, California.
- C. The Hannah Project, as further described below in paragraph IV A, is a non-profit organization, located in Marin City, California.

II. PURPOSE

The PARTIES hereby enter into this MOU to provide a vehicle by which The Hannah Project, as authorized and described in this Agreement, shall design, implement and provide a summer school option on the Bayside Martin Luther King school ("School") campus. The purpose and objective of the summer school option is to support summer learning, including learning retention, by elementary and middle school-aged students. The summer school option, provided by The Hannah Project, shall be modeled on the Hannah Project's Freedom School (**the Hannah CDF Freedom School**).

III. DURATION

This MOU shall be in effect from April 17, 2018 through August 7, 2018, provided that deliverable deadlines falling beyond these dates shall be governed by this Agreement.

IV. HANNAH PROJECT BACKGROUND/ SCOPE OF SERVICES/GOALS AND EXPECTATIONS/OTHER Responsibilities

A. BACKGROUND

The Hannah Project Partnership is a community-based education and cultural non-profit organization, located in Marin City, California. The Project seeks to build community and promote the value of achievement among low income and underserved youth of Marin City and Marin County. It uses culture and the arts, to undergird its educational programming and advocacy efforts.

MEMORANDUM OF UNDERSTANDING

Hannah Project Partnership and Sausalito Marin City School District

Its education programming is focused on equipping youth, ages 8 -22, and their families with skills and strategies that build academic proficiency, develop character, and prepare students for success in high school, college, and career. Project programming is year-round; and, the Hannah Project sets high standards for student behavior, while strengthening families' abilities to be strong advocates for their children.

In partnership with the Children's Defense Fund, the Hannah Project operates The Hannah CDF Freedom School. It is a five-week summer (July 2 – August 3) enrichment program that is focused on language arts and reading, in the context of the students' cultural heritage.

The purpose of Freedom Schools is to develop and nurture children's love of reading and improve their proficiency in it, while connecting to their culture and creating opportunities for them to participate in community service and social action.

SCOPE OF SERVICES

The Hannah Project shall:

1. Hire and train staff including Servant Leader Interns (7), Site Coordinator, Mental Health Professional, Program Consultants, and other support staff as needed
2. Design program elements
3. Establish goals, objectives and evaluation matrices
4. Participate in the Children's Defense Fund's National Assessment that will measure children's reading achievement by pre and post tests of Basic Reading Inventory (11th edition). This will be an individually administered test, conducted by a Hannah Project/CDF representative. Children also will be asked to fill out survey forms regarding their attitudes and character skills changes, before and after their participation in the program
5. Operate the Hannah CDF Freedom School on the Bayside Martin Luther King Jr. Academy campus for a five-week period, beginning July 2 through August 3, 2018
6. Enroll up to 60 students in third through seventh grades.
7. Provide a full-day enrichment program that will include:
 - a. a morning assembly, referred to as Harambee;
 - b. 150 minutes of reading and language arts activities each day, consistent with common core standards;
 - c. 120 minutes of music, dance, drama, spoken word, sports, physical activity, and art, during the afternoons;
 - d. two fifteen- minute mindfulness periods;
 - e. breakfast, lunch, and a snack;
 - f. weekly field trips;
 - g. weekly parent meetings;
 - h. a day of Social Action; and
 - i. closing Finale

MEMORANDUM OF UNDERSTANDING

Hannah Project Partnership and Sausalito Marin City School District

B. GOALS AND EXPECTATIONS

The Hannah CDF Freedom Schools® program provides summer enrichment through a research-based and multicultural curriculum that offers children and families five essential components (1) *high quality academic and character-building enrichment*; (2) *parent and family involvement*; (3) *civic engagement and social action*; (4) *intergenerational servant leadership development*; and, (5) *and, nutrition, health and mental health benefits, with the specific goal to:*

1. mitigate summer reading loss and improving reading;
2. improve reading fluency and comprehension;
3. instill in children the intrinsic value of reading, high achievement, community service and social action;
4. explore math concepts in everyday life (optional);
5. promote multi-cultural curriculums books, daily lesson plans and creative activities that reinforce non-violent conflict resolution and cooperation;
6. Build consistent relationships with the children; and,
7. encourage children to believe they can make a difference in themselves, their family, their community, their country and world.

C. OTHER HANNAH PROJECT RESPONSIBILITIES:

1. **Compliance** – The Hannah Project agrees that the Project, its personnel, volunteers, contractors, and subcontractors, shall comply with all applicable SMCSD and School policies, including, but not limited to, applicable anti-discrimination policies, fingerprint and tuberculosis clearance requirements for all Hannah Project staff.
2. **Insurance**— The Hannah Project shall obtain and maintain, during the term of this Agreement, a 1 million dollar insurance policy of general liability that names SMCSD and the School as an additional insured. That insurance policy shall cover the Hannah Project's operations, responsibilities, operations, and scope of work under this Agreement. The Hannah Project, at the time of executing this Agreement, shall furnish a certificate of said insurance to SMCSD.
3. **Confidentiality**—The Hannah Project agrees to maintain strict confidentiality of all information about individual students it receives under this MOU; and, Hannah will not disseminate such information without the express, written consent of SMCSD. The Hannah Project will comply with FERPA. Hannah is hereby authorized and will be allowed to use data it receives, pursuant to this MOU, to solicit funding and to continue to expand its services/programs, so long as there is no information from which the identity of any student in The Hannah Project's program, as a participant, can be made.

MEMORANDUM OF UNDERSTANDING

Hannah Project Partnership and Sausalito Marin City School District

4. **Reporting** –The Hannah Project shall prepare a written and/or an oral report to the SMCS D board delineating program highlights and outcomes, within 60 days following the close of the program, including data from participating in the CDF National Assessment.

V. RESPONSIBILITIES OF SAUSALITO MARIN CITY SCHOOL DISTRICT

The SMCS D shall be responsible for the following:

- A. **Space**—Provide a suitable classroom or suitable space at the School, as agreed to by School and The Hannah Project, and access to the School kitchen, including access to and use of kitchen facilities and utensils, the multi-purpose room, playground and fields, and reasonable administrative space.
- B. **Access to Space** –Provide keys to the School and other spaces and entry codes to allow access for program and program-related meetings and activities.
- C. **Janitorial Service**—Provide necessary support services, to maintain the space that The Hannah Project uses, including janitorial services, maintenance, utilities, and technology support.
- D. **Data**—Ensure that The Hannah Project is provided reasonable access to student assessment and evaluation data:
 1. For the purpose of cohort determination, instructional purposes, or for academic research purposes, at the sole discretion of SMCS D, provide The Hannah Project access to student assessment data for all students at SMCS D School(s), including, but not limited to, California standardized testing scores and site-based assessments
 2. Provide The Hannah Project with any other student information reasonably necessary to provide its services consistent with The Hannah Project’s program, its obligations under this Agreement, and its duty to evaluate the impact of its program on students at School.
- E. **Funding** – Provide funding to support books, instructional materials and training costs for approximately 60 students in 3rd – 7th grades, at a cost of \$17,100; \$2,000 to support enrichment activities, including drumming, art, and music, and, \$1,000 to support mental health and wellness services.

VI. PAYMENT

The Parties to this Agreement agree that SMCS D’s payments to The Hannah Project for its services under this Agreement shall be made according to the following schedule.

The Payment Schedule for this contract shall be as follows:

MEMORANDUM OF UNDERSTANDING
Hannah Project Partnership and Sausalito Marin City School District

April 20, 2018 or upon signing of this contract:	\$10,000
June 1, 2018	\$ 5,000
August 3, 2018	\$ 5,100

VII. TERMINATION

Either Party to this Agreement may terminate this MOU at any time, without cause, with 30 day written notice to the other Party. This Agreement may be terminated immediately for cause, after written notice is given to the other Party. This Agreement may be amended by mutual consent of the Parties. All amendments must be in writing and signed by both Parties.

VIII. Hold Harmless/Indemnity

Each Party to this MOU agrees to indemnify and hold harmless the other for and from any claims, causes of action, or any other proceeding of any type or kind that is made against the other, where such claim, cause of action or other proceeding arises from the conduct, act, omission, or commission by the other Party.

IN WITNESS THEREOF, the Parties to this agreement have duly executed it on the day, month and year set forth below. By their respective signatures, each signing individual agrees that he/she is authorized to sign this MOU for the agency he/she represents.

By: _____ Date: _____

SMCSD District Superintendent, William McCoy

By: _____ Date: _____

Bettie Hodges, Executive Director, The Hannah Project Partnership for Academic Achievement

HANNAH CDF FREEDOM SCHOOL BUDGET 2018		
EXPENSE		
		NOTES
CDF SPONSORSHIP		
CDF Sponsorship Fee	\$ ¹ 17,100	Training, Curriculum, Books@ \$285/scholar@ 60 scholars ; \$100 Application Fee
CDF Administrative Fee	\$ 100	
Subtotal	\$ 17,200	
PERSONNEL		
Project Director	\$ 6,600	Core staff: Project Director, Site Coordinator, Servant Leaders are contracted for 6-8 weeks. Consultant Staff costs are based on 8 days of service.
Site Coordinator	\$ 6,000	
Servant Leader Interns @ 7 SLIs@ \$4 ,500	\$ 31,500	
Consultants	\$ 1,500	
• Mental Health	\$ ² 1,500	
• Art/Music/Dance	\$ 2,000 ³	
• Specialized Instruction	\$ 1,800	
• Other	\$ 2,000	
Subtotal	\$ 52,900	
NON PERSONNEL		
Supplies	\$ 700	
Games and Equipment	\$ 750	
Field Trips and Transportation Costs	\$ 6,000	
Meals & Refreshments	\$ 1,800	
Insurance and Administration	\$ 3,500	
Parent Family Mtgs and Finale	\$ 2,000	
Local Training	\$ 630	
Travel to Tennessee and @ 6 staff @ 875/person	\$ 5,250	
Subtotal	\$ 20,630	
TOTAL	\$ 90,730	
OPTIONAL		
Eighth Grade Seminar	\$ 8,000	4 week seminar for rising 9 th graders focused on writing and presentation skills; career exploration and job shadowing; two day retreat. Tentative Dependent on student interest; Separate Fundraising Proposed
REVENUE		
Secured	\$28,000	
Pending	\$62,730	

¹ Sausalito School District

² Sausalito School District

³ Sausalito School Distri

Sausalito Marin City School District

Agenda Item: 14.05

Date: April 17, 2018

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| <input type="checkbox"/> Correspondence | <input type="checkbox"/> Consent Agenda |
| <input type="checkbox"/> Reports | |
| <input type="checkbox"/> General Functions | |
| <input type="checkbox"/> Pupil Services | |
| <input type="checkbox"/> Personnel Services | |
| <input checked="" type="checkbox"/> Financial & Business Procedures | |
| <input type="checkbox"/> Curriculum and Instruction | |
| <input type="checkbox"/> Policy Development | |
| <input type="checkbox"/> Public Hearings | |

Item Requires Board Action: ☒ Item is for Information Only: ☐

Item: Consider Approval of Classroom Upgrades in Rooms 201, 202, 203, and 204 at Bayside Martin Luther King Jr. Academy in the Amount of \$23,700 (Estimated)

Background: In an effort to ensure each of our classrooms are adequately outfitted with 21st Century teaching equipment and materials, classrooms 201, 202, 203 and 204 need an upgrade in teaching wall white boards and projector set ups. The current design in each classroom does not allow for a useful teaching wall and the technology equipment (Smart Boards) is outdated and ineffective. This expenditure will provide for each classroom to have modern short throw projectors, apple TV, wall mounted control panels and suitable sized, magnetic white boards installed. These purchases are essential to creating an effective teaching and learning environment and these three classrooms - all serving middle school students (math/science, English/history and multi-age special education) - need immediate attention. Ordering and installation scheduling will take place after board approval.

Fiscal Impact:

- Estimated Expense per Room: \$ 5,925
- Total for Four Rooms: \$23,700
- Expense to be Covered by General Fund Unrestricted Dollars in Current Budget (Will Not Impact Fund Balance).

Recommendation: Approve

Attachments:

- School Outfitter estimate for whiteboards (Will add one if approved)
- CDW-G estimate for projectors and related equipment for installation
- Apple Store for Education Institution estimate for Apple TV's



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For assistance, please contact:

Izzy Wilson

Phone: 866-619-5309

Fax: 866-619-4309

izzy.wilson@schooloutfitters.com

Quote Summary

Quote #: QUO1948748

Valid through: 05/03/2018

Bill to:
Sausalito Marin City School District
[REDACTED]
200 Phillips Dr
Sausalito CA 94965-1194 USA
Phone: 1 (415) 464-7035
Fax: N/A
Email: [REDACTED]

Ship to:
Sausalito Marin City School District
[REDACTED]
200 Phillips Dr
Sausalito CA 94965-1194 USA
Phone: 1 (415) 464-7035
Fax: N/A
Email: [REDACTED]

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
1.	MAR-PR516-1460-6100	5' High Pro-Lite Magnetic Markerboard w/ Aluminum Frame (16' W x 5' H)	3	\$1,197.00	32%	\$819.99	\$2,459.97

Options:

Estimated Delivery:

16 business days after order confirmation

4 whiteboards = \$5,203.35

Shipping & Handling Breakdown

Items Shipping From: Shipping Via: Service(s) Included:

Marsh Industries	ABF FREIGHT SYSTEM	[REDACTED]
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Product SubTotal: \$2,459.97

Shipping & Handling: \$1,239.59

Sales Tax: 202.95

Grand Total: \$3,902.51

Important Shipping Information

Shipping is tail gate, requiring customer to unload from truck. Lift gate and inside delivery are available for additional charges.

Please remember to inspect your order at the time of delivery. Do not throw away any of the original packaging until inspection is completed. Any missing parts or damages must be reported to customer service at 1-866-619-1776 within 5 business days of delivery.

All quotations are for tailgate delivery, F.O.B. factory, unless otherwise noted.

Inventory/Pricing Information

All quoted prices are based on exact quantities and current inventory levels. Pricing subject to change in the event of altered quantities. This quote is valid through 05/03/2018.

Sales Representative Comments

To receive the price quoted, contact Izzy directly at 866-619-5309 or izzy.wilson@schooloutfitters.com. My fax line is 866-619-4309. Thank you!
CUSTOMER UNLOADS THE TRUCK: Shipping is tailgate/dock to dock delivery. Lift gate and inside delivery is available for an additional charge.

California Proposition 65:

California's Proposition 65 requires California consumers to be made aware of special warnings for products that contain chemicals known to the state of California to cause cancer and birth defects or other reproductive harm, if those products expose consumers to such chemicals above certain threshold levels.

We are providing the following warning for anyone buying products that will be shipped to California:

WARNING: This product contains chemicals known to the State of California to cause cancer and birth defects or other reproductive harm.

The safety and well-being of you and your students remains School Outfitters' top priority, and as such, we take all necessary steps to comply with applicable safety and health regulations and uphold our commitment to safety.

Thank you for the opportunity to earn your business.

For Assistance: Izzy Wilson • Phone: 866-619-5309 • Fax 866-619-4309 • izzy.wilson@schooloutfitters.com



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*Furnishing great
places to learn.®*

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For assistance, please contact:

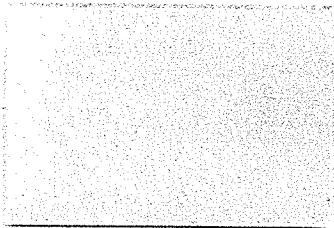
Izzy Wilson

Phone: 866-619-5309

Fax: 866-619-4309

izzy.wilson@schooloutfitters.com

Item Details



Marsh Industries

5' High Pro-Lite Magnetic Markerboard w/ Aluminum Frame (16' W x 5' H)

Marsh's 5' High Pro-Lite Magnetic Markerboard with Aluminum Frame is a full foot taller than typical whiteboards, so it's perfect for users in wheelchairs or early-learning classrooms. The durable porcelain-on-steel board has a 50-year warranty and resists scratching and ghosting. The aluminum frame and half-inch thick fiberboard backing keep it strong and sturdy. Attach magnets without fear of harming the surface. Get free shipping on Marsh products when you order \$2,400 or more of Marsh merchandise (excludes trophy cases and Traditional, Contemporary and Phoenix conference cabinets).

Specifications

Writing Surface:	Porcelain-on-steel
Magnetic:	Yes
Backing Material:	1/2" fiberboard
Frame Material:	Aluminum w/ satin finish
Tray Material:	Aluminum
Warranty:	50-year on writing surface; 90-day on parts
Other Info:	Includes marker tray, 4 markers, Marsh erase towel & installation hardware
Width:	16'
Height:	5'
Assembly:	Installation required

Options

Pro-Rite Map Rail

Item	SKU#	Description	Qty.	List	% Off	Price Per Item (including options)	Total Price
1.	MAR-PR516-1460-6100	5' High Pro-Lite Magnetic Markerboard w/ Aluminum Frame (16' W x 5' H)	3	\$1,197.00 < <	32%	\$819.99	\$2,459.97

Options:

QUOTE CONFIRMATION



DEAR MARK TONG,

$$4 \times \$3,879.01 = \$15,516.04$$

Thank you for considering CDW•G for your computing needs. The details of your quote are below. [Click here](#) to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
JRPW718	4/4/2018	CASIO SINGLE	6456384	\$3,879.01

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
<u>C2G 2 Port A/V Controller</u> Mfg. Part#: 40348 UNSPSC: 52161525 Contract: NJPA 100614#CDW Technology Catalog (100614#CDW)	1	3044780	\$176.16	\$176.16
<u>StarTech.com 10' RS232 Serial Null Modem Cable</u> Mfg. Part#: SCNM9FF UNSPSC: 26121604 Contract: NJPA 100614#CDW Technology Catalog (100614#CDW)	1	488601	\$5.20	\$5.20
<u>De-Lite Number 6 Wall Brackets</u> Mfg. Part#: 40932 UNSPSC: 56112005 Contract: NJPA 100614#CDW Technology Catalog (100614#CDW)	1	495819	\$13.95	\$13.95
<u>Epson ELPS02 - speakers</u> Mfg. Part#: V12H467020 UNSPSC: 52161512 Contract: NJPA 100614#CDW Technology Catalog (100614#CDW)	1	2436625	\$138.57	\$138.57
<u>C2G 25ft 3.5mm Stereo Audio Cable - AUX Cable - Male to Male</u> Mfg. Part#: 40415 UNSPSC: 26121628 Contract: NJPA 100614#CDW Technology Catalog (100614#CDW)	1	1378578	\$7.17	\$7.17
<u>Tripp Lite 25' High Speed HDMI Cable w/ Ethernet Digital Video Audio M/M</u> Mfg. Part#: P569-025 UNSPSC: 26121604 Contract: NJPA 100614#CDW Technology Catalog (100614#CDW)	3	2287179	\$31.23	\$93.69
<u>C2G Select 25ft VGA + 3.5mm Stereo Audio A/V Cable M/M - In-Wall CMG-Rated</u> Mfg. Part#: 50228 UNSPSC: 26121604 Contract: NJPA 100614#CDW Technology Catalog (100614#CDW)	1	3057802	\$29.50	\$29.50
<u>C2G HDMI, VGA and 3.5mm Audio Pass Through Wall Plate - Single Gang Brushed</u> Mfg. Part#: 41034 UNSPSC: 31162313 Contract: NJPA 100614#CDW Technology Catalog (100614#CDW)	1	2693530	\$37.31	\$37.31

This quote is subject to CDW's Terms and Conditions of Sales and Service Projects at
<http://www.cdw.com/content/terms-conditions/product-sales.aspx>
For more information, contact a CDW account manager

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Apple Store for Education Institution

Proposal 2103131773

Proposer: Mark Tong

Thank you for your proposal dated 03/02/2018. The details we've provided below are based on the terms assigned to account 21873, SAUSALITO MARIN CITY SCHOOL DIST.

To access this proposal online, please search by referencing proposal number 2103131773.

Comments from Proposer:

Part Number	Description	Total Quantity	Unit Price	Total Price
MR912LL/A	Apple TV (4th generation) 32GB	1	149.00	149.00 USD
HLL52ZM/A	Belkin Ultra High Speed HDMI Cable (2m)	1	29.95	29.95 USD
Subtotal				178.95 USD
Estimated Tax				14.76 USD
Total				193.71 USD

Please note that your order subtotal does not include Sales tax or rebates. Sales tax and rebates, if applicable, will be added when your order is processed.

How to Order

If you would like to convert this Proposal to an order, log into the Apple Store for Education Institution [<https://ecommerce.apple.com>] and click on Proposals. Then search for this Proposal by entering the Proposal number referenced above.

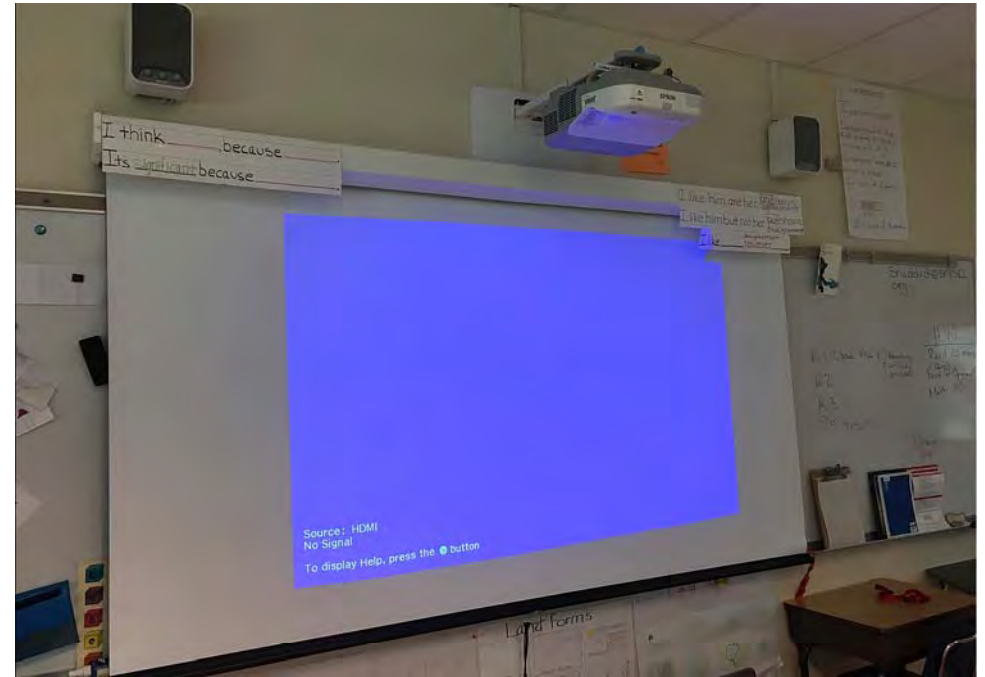
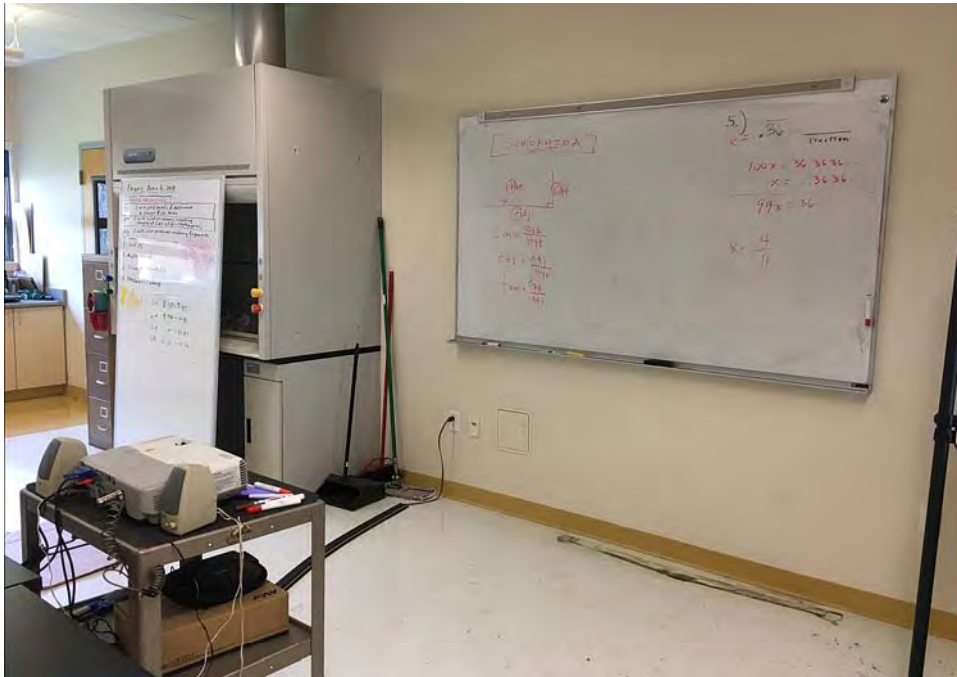
Note: A Purchaser login is required to order. To request Purchaser access for your Apple Account, log into Apple Store for Education Institution and select the 'Register' link from the store login page. Purchases under a Proposal are subject to the terms and conditions of your agreement with Apple and the Apple Store for Education Institution.

Please contact us at 800-800-2775, if you have further questions or need assistance.

The prices and specifications above correspond to those valid at the time the proposal was created and are subject to change.

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4 x \$193.71 \$774.84



Sausalito Marin City School District
Personnel Action Report
2017/2018- 4

Date of Board Meeting: April 17, 2018

Action	Name	Title	FTE	Site	Effective Date
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Classified

Resigned	Alan Rothkop	Director of Maintenance & Operations	1.0	District-wide	4/17/2018
Resigned	Frances Nelson	Library Technician	.38	BMLK	6/30/2018

Certificated

Resigned	Julie Frederick	6 th Grade Teacher	1.0	BMLK	6/30/2018
Resigned	Michael Stern	7-8 Grades Math & ScienceTeacher	1.0	BMLK	6/30/2018

Administrative

Resigned	William McCoy	Superintendent	1.0	District-wide	6/30/2018