



SAUSALITO MARIN CITY SCHOOL DISTRICT

Board of Trustees:
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Sausalito Marin City School District **Agenda for the Regular Meeting of the Board of Trustees** **Bayside/Martin Luther King School** **200 Phillips Drive, Marin City, CA 94965**

Tuesday, May 26, 2015

- 5:00 p.m. Open Session – Bayside/Martin Luther King School Conference Room
5:01 p.m. Closed Session – Bayside/Martin Luther King School Conference Room
6:00 p.m. Open Session – Bayside/Martin Luther King School Library

I. OPEN SESSION – Call to Order

II. CLOSED SESSION – AGENDA

1. With respect to every item of business to be discussed in Closed Session pursuant to GC Section 54957: **Personnel – Public Employment**
2. With respect to every item of business to be discussed in Closed Session pursuant to GC Section 54957: **Personnel – Superintendent's Evaluation**
3. With respect to every item of business to be discussed in Closed Session pursuant to GC Section 54956.8: **Lease Negotiations**
4. With respect to every item of business to be discussed in Closed Session pursuant to EC Section 48918(c): **Consideration of Student Expulsion – Student #6148170764**

OPEN SESSION AGENDA

- III. **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.

PLEDGE OF ALLEGIANCE

1. AGENDA REORGANIZATION/APPROVAL

Are there any requests from the Board to move any agenda item to a different location?

2. BOARD COMMUNICATIONS

Board of Trustees Reports - Board Members may make brief announcements or briefly report on their own activities as they may relate to school business.

3. CORRESPONDENCE

- 3.01** School Activity Calendars, Schedules and Events

4. REPORTS

- 4.01** SMCTA Report
- 4.02** CSEA Report
- 4.03** Director of Maintenance
- 4.04** Superintendent's Report
- 4.05** Principal's Report
- 4.06** Willow Creek Academy

5. ORAL COMMUNICATIONS

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. BB 9323.

The Governing Board is prohibited from taking any action on any item raised in this section unless the item is specifically agendaized. The 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 relate 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.

6. GENERAL FUNCTIONS

- 6.01** Consent agenda: *6.02, *6.03, *7.01, *8.01, *9.04, *10.01
- *6.02** Countywide Plan for Expelled Youth
- *6.03** Minutes of the April 21 and May 12, 2015 Board Meetings

7. PUPIL SERVICES

- *7.01** Student Expulsion – Student #6148170764

8. PERSONNEL

- *8.01** Personnel Action Report

9. FINANCIAL & BUSINESS

- 9.01** Public Hearing to Adopt the 2015-2016 Budget
- 9.02** Public Hearing on the 2015-2016 Local Control Accountability Plan (LCAP)
- 9.03** 2015-2016 Budget Reserve Documentation
- *9.04** Payment of Warrants – Batches 39-44

10. CURRICULUM AND INSTRUCTION

- *10.01** Field Trips

11. POLICY DEVELOPMENT

- 11.01** Finance Committee
- 11.02** Ad Hoc Academic Achievement Committee

12. FUTURE MEETING

The next Regular Meeting of the Board of Trustees will be on Tuesday, June 23, 2015, in the Bayside/Martin Luther King School Library

13. ADJOURNMENT

Entire board packet on www.smcsd.org/School Board/Meeting Agendas and Minutes

***Consent Agenda Items**

In compliance with Government Code section 54957.5, open session materials distributed to Board Members for review prior to a meeting may be viewed at the District Office of the Sausalito Marin City School District, 200 Phillips Drive, Marin City, California, or at the scheduled meeting. Board agenda back-up materials may also be accessed online at www.smcsd.org. In addition, if you would like a copy of any record related to an item on the agenda, please contact the Administrative Assistant to the Superintendent at 415-332-3109

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's governing board, please contact the office of the District Superintendent at 415-332-3190. Notification 72 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the District shall also make available this agenda and all other public records associated with this meeting in appropriate alternative formats for persons with a disability.



COUNTYWIDE PLAN FOR PROVISION OF EDUCATIONAL SERVICES TO EXPELLED STUDENTS

2015-2018

This plan was developed in accordance with California Education Code Section 48926, has been approved by all nineteen Marin County school district boards, and was approved by the Marin County Board of Education in June, 2015.

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MARIN COUNTYWIDE PLAN FOR EXPELLED YOUTH

Plan Requirements

EC 48926

Each County Superintendent of Schools in counties that operate community schools pursuant to Section 1980, in conjunction with Superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the County Board of Education.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in education services to expelled pupils and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Each County Superintendent of Schools, in conjunction with the Superintendents of the school districts, shall submit to the Superintendent of Public Instruction, the county plan for providing education services to all expelled pupils in the county no later than June 30, 1997, and shall submit a triennial update to the plan to the Superintendent of Public Instruction, including the outcome data pursuant to section 48916.1, on June 30th thereafter.

EC 48916.1

At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

CHARTER SCHOOL REQUIREMENTS REGARDING EXPULSION

Charter schools are exempt from Education Code provisions with respect to student discipline and are required to describe their suspension and expulsion procedures in their charter. The charter's procedures may or may not mirror the policies of the charter-authorizing entity. However, once a pupil is expelled, he or she returns to the jurisdiction of the school district that he or she would be eligible to attend prior to enrolling in the charter school. Once a charter school student is expelled, rules of district residency would apply. The district should treat a charter-expelled student the same as a district-expelled student and comply with

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Education Code Section 48915.1, which provides that the district of residence holds a hearing to determine whether or not the student poses a continuing danger. If the student is found not to pose a continuing danger the district of residence could allow attendance by the expelled student. Charter schools are required to give 30-day notice to the district of residence for an expulsion of a student it enrolls in the charter.

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Current Status

Education programs within Marin County provide numerous opportunities for students who are in need of alternative education programs. Individual school districts offer a broad spectrum of service and the Marin County Office of Education offers additional options, thus providing a continuum of alternatives to suspended/expelled students. A student whose behavior has resulted in expulsion is given a rehabilitation plan that is designed by the district of residence. This plan may involve one or more of the options outlined below. A student who has not been expelled and is in need of an educational alternative may also access these programs through a district and/or county referral process.

The district of residence always maintains responsibility for its expelled youth. Every Marin County school district governing board will refer each expelled student to an appropriate educational placement for the period of expulsion. The educational placement will be determined on an individual basis by the school district's governing board based on seriousness of offense, available educational alternatives, and other related factors. County level alternatives for expelled students will remain available to all expelled students. District level alternatives for expelled students, if district level alternatives exist, will vary from one district to the next depending on the characteristics and resources of that district.

A district sub-plan will be developed and board approved for every district in Marin County that offers an alternative educational program for expelled students. Any such district sub-plan(s) will be included in this countywide plan. Each district sub-plan will include 1) a list of existing educational alternatives for expelled students, 2) gaps in educational services to expelled students, 3) strategies for filling those gaps and 4) alternative placements for students who fail community day school placements (if offered).

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Marin County Office of Education Overview

The Marin County Office of Education provides the below permissive educational options for expelled students.

MARIN'S COMMUNITY SCHOOL

Marin's Community School is an educational program that provides local school districts with an additional educational option for expelled youth. Marin's Community School's new facility is located adjacent to the County Office of Education. The school provides an educational program that meets for 300 minutes per day. Services within the program include individualized standards-based academic instruction; vocational training through the Marin County Office of Education's Regional Occupational Program; workplace learning opportunities through the School to Career program; Special Education services on site; visual arts education; mental health education, counseling, and peer education via partnerships with community-based organizations such as Marin County Community Mental Health and the Marin Juvenile Probation Department; and close monitoring through collaboration with the Marin County Juvenile Probation Department and the Marin County Sheriff's Department. Students attending Marin's Community School receive highly individualized attention oriented toward increasing behavioral control so that students may return successfully to their district programs.

ORACLE INDEPENDENT STUDY

The Marin County Office of Education's voluntary contracted independent study program requires students to complete a minimum of 25 hours of educational product each week. The Oracle Independent Study program offers a wide range of support to its students including individualized instruction, work-experience opportunities through collaborations with local agencies including the Marin County Office of Education's Regional Occupational Program, and access to mental health counseling as needed. Special Education services for Oracle Independent Study students is provided by the district of residence unless otherwise negotiated.

PHOENIX ACADEMY

Phoenix Academy is a daily educational therapeutic program that meets for 300 minutes per day serving youth in substance abuse recovery. Through collaboration and partnership with the Marin County Juvenile Probation Department, the Phoenix Academy program provides peer groups, individual and family therapy, multifamily and parent support groups, drug education, and crisis intervention as needed. Students also receive individualized standards-

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based academic instruction, vocational training through the Marin County Office of Education's Regional Occupational Program, workplace learning opportunities through the School to Career program, Special Education direct services or consultation as needed through the Resource Specialist Program at County Community School and close monitoring through collaboration with the Marin County Juvenile Probation Department and the Marin County Sheriff's Department. Students may also participate in community service opportunities beyond the school day. Students attending Phoenix Academy receive highly individualized attention oriented toward achieving and maintaining sobriety.

The philosophy of each individual school district affects how the Marin County Office of Education community school program meets district needs. Some school districts use Marin's Community School as an educational option for their expelled students, while others use this program as a student assistance or placement alternative.

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Marin County School Districts Overview

Local school districts within Marin County offer the below options for expelled youth, depending on the specific offense and the Education Code violation. Actual referral is varied and placements are made by the district governing board, generally with recommendations from the district Administrative Review Board or the School Attendance Review Board or a similar district referral process.

1. Expulsion, suspended order with placement on the same school campus.
2. Expulsion, suspended order with placement on a different school campus within the District.
3. Expulsion, suspended order with placement in District Independent Study, with parental consent.
4. Expulsion, suspended order with possible transfer to another district.
5. Expulsion with referral to a district community school program, if available.
6. Expulsion with possible transfer to another district.
7. Expulsion with referral to the Marin County Office of Education alternative education programs.
8. Expulsion, but not permitted to attend the Marin County Office of Education alternative education programs.

DIXIE SCHOOL DISTRICT

Dixie School District's middle school, Miller Creek, uses Restorative Justice to mitigate suspension and expulsion and to provide a safe learning environment for all students. The Restorative Justice initiative has three components: Restorative Circles, No Bully Solution Teams and Peer Court. Miller Creek introduced methods of disciplinary intervention to keep students who committed suspendable offenses in school and provide the opportunity for these students to learn from their mistakes by repairing and restoring the situation rather than being ostracized from the community. The goal of the initiative is to reduce the number of detentions and suspension by building a culture based on direct communication, respect and empathy. When these skills are put to work, students are able to learn from mistakes and the rate of recidivism decreases.

Counselors and administrators are trained in the Restorative Circle protocol and use it whenever conflict between students occurs. Counselors and administrators were also trained by No Bully in the use of the Solution Team as a response to bullying. A Solution Team is facilitated by a trained educator who brings together a team of students and leverages their

MARIN COUNTYWIDE PLAN FOR EXPELLED YOUTH

empathy to end the bullying of one of their peers. The educator tells the team they are not in trouble, describes how it feels to be in the target's shoes and asks the team what they can do or stop doing to end the bullying. The team includes the bully, the bully-followers and positive leaders from the peer group. The educator leads the team through two structured follow-up meetings, the final one attended by the target. Restorative circles and Solution Teams always include parental notification and input.

Miller Creek's leadership team has a strong desire to keep students in school and find alternative means to suspension that better support student learning, and the school employs Peer Court to address as a suspension diversion strategy. Peer Court occurs when a student has violated the education code and could be suspended, but rather opts to appear before a panel of peers. The students serving on the Peer Court have been trained with restorative questions, practicing empathy and designing rehabilitation contracts that allow the students to repair harm that they did to the community. Parents are required to attend the Peer Court hearing.

Restorative Circles, Solution Teams, and Peer Court leverage students to solve their own and others' problems. The three practices require extensive follow-up which allows for continuing conversations between students and adults and often results in the building of meaningful relationships. Miller Creek believes that by teaching direct communication and modeling respect, students learn valuable skills and become more resilient.

KENTFIELD SCHOOL DISTRICT

In 2007, character education was added to Kentfield School District's Strategic Plan to enhance social and emotional growth and learning to benefit the entire Kent community. Given increased diversity, a rise in suspension rates, a growing concern for at-risk students, feedback from the Kent Site Council and student, parent and faculty surveys, and the California Healthy Kids survey, it was clear that there was a need for a cohesive plan that would foster and develop a community of caring that would extend from the individual to the larger Kent community and beyond. In Fall 2008, Kent Middle School entered into a partnership with Dr. Nicholas Carlisle and *No Bully* to run an anti-bullying initiative. We created a social vision for the type of community that our school seeks to be. Upon a staff evaluation of social emotional competencies among students, the core skills identified as essential to our students at Kent emerged, thus creating "Code **RED**," the cornerstone of our Social Emotional Learning (SEL) program that focuses on **R**esponsibility, **E**mpathy and valuing **D**ifferences. Recognizing that character strengths and relational skills need to be taught, Kent developed a variety of strategies to help students gain the necessary skills and competencies.

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Upon examining the results of the student and parent surveys, Kent discovered there was a need for greater emphasis on teaching more specific SEL competencies such as responsibility, empathy and valuing differences. Therefore, Kent adopted and implemented a variety of programs. These programs work in concert to set behavior expectations in terms of how students relate to and treat each other. This emphasis on Code RED begins in the classroom and is threaded throughout the school, the parent body, and the community at large.

Across the school, we hold weekly advisory meetings where students discuss and engage in guided group discussions. These discussion topics include recognizing and honoring differences, the importance of not being a bystander, and including others. There is also a focus on digital citizenship and ethical online behavior via Common Sense Media lessons.

Each sixth grade student participates in a Life Skills class through their enrichment wheel. Life Skills is a program designed to help students more easily solve problems that come up in real life. The program gives students the tools so they may communicate better at home and school, make healthy decisions, solve conflicts with friends, and help create a bully-free campus.

All Kent students (grades 5-8) receive direct instruction in the Being Adept program, a comprehensive drug and alcohol awareness program that explores the dynamics that can lead to substance use and abuse. It offers tools and practical skills for students to resist and desist from using alcohol/drugs.

One measure of our SEL success is the California Healthy Kids Survey (CHKS). Truancy rates have decreased since implementing our No Bully/SEL program. In 2005, 79% of seventh graders reported on the CHKS that they were absent zero times within the past 12 months. In 2013, the number increased to 89%. Additionally, suspensions have gone down as a result of the practice, going from 14 suspensions in 2008 to 7 suspensions at the end of the 2013-14 school year. Kent uses No Bully Solution Teams to work with students as an alternative to suspensions.

We have seen the most dramatic results in our data with regard to school connectedness and school violence and safety from the 2005 survey up to the last survey in 2013. Feeling safe at school has a direct effect on the learning of our young people. Feeling threatened contributes to feelings of anxiety. Safe environments enhance learning and creativity, and foster overall student success. Kent's counseling program, which threads throughout each piece of our SEL focus, is an integral part of creating this safe and inclusive environment. As evidence, in 2005 on the CHKS, 73 % of all seventh graders reported feeling either safe or very safe at school. That number rose by 11% in 2013, when 84% of all seventh graders surveyed reported feeling safe or very safe.

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NOVATO UNIFIED SCHOOL DISTRICT

Novato Unified School District (NUSD), the largest district in Marin County, has implemented restorative practices throughout the district including Peer Court, No Bully Solution Teams, Drug and alcohol brief intervention, and school based counseling at all school sites. The alternatives to suspension promote keeping students in school and support their needs K-12. Student suspensions have dramatically decreased over the past several years. In addition, NUSD reopened a community day school (CDS) in January 2012. The program, called Nexus Academy, will include expelled students among the population it serves

Nexus Academy is housed at the Hill Education Center at 720 Diablo Avenue, Novato CA, 94947. The facility offers a library, a mobile computer lab and two classrooms for student use, along with an office for staff use.

Nexus Academy serves district residents in grades 7-10. A waiver will be considered at the May 2015 State Board of Education meeting to expand the program to include 6th grade students. Eligible students are referred to Nexus Academy through expulsion (non-mandatory offenses), a school attendance review board (SARB) hearing, or by juvenile probation.

Classes are organized into 40-50-minute blocks. Current staffing includes the Principal, and a 1.0 teacher who delivers instruction with the support of a .2 PE teacher and a .2 Elective teacher, and an Office Manager. As the program grows, increased staffing levels are anticipated. All students are provided with instruction following grade level standards using state- and governing board-adopted curriculum to meet the diverse needs of the students in the program.

Like all programs provided by the district, the CDS offers a rigorous and relevant curriculum. Students in the CDS benefit from content instruction in English, Math, Science, and Social Studies along with Project-Based Learning (PBL) models embraced by other district sites. CDS students also benefit from a PE program focusing on kinesthetic development, and students are able to take elective courses. The CDS program mirrors the comprehensive setting in terms of course offerings, in an environment with a lower teacher-student ratio to support an at-risk population.

Supplemental learning resources are utilized in a variety of ways. In the current setting, computers are available for student use. The CDS also utilizes online instructional materials and assessments. In addition, students use technology in their coursework on a regular basis. They are asked to perform online research and integrate research into written responses as well as use online resources to study current events.

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The pro-social skills and resiliency component is evident in the program from the first day. Students start the day participating in advisory and a daily check in. As mentioned above, a PBL model is utilized, often times in a group format, allowing students to work together on a regular basis and support each other in their pursuit of increased resiliency. Further, teachers focus on building a rapport with students to allow for compelling conversations that support students' interpersonal skills and overall to recognize what they need to do for stability in life.

Students who require special education services have support services available to them as outlined by their Individual Education Plan (IEP). Accommodations and modifications are recognized and implemented as appropriate.

The current schedule can be found below:

Advisory	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7
8:15-8:25	8:25-9:25	9:25-10:25	10:25-10:35	10:38-11:18	11:18-11:58	11:58-12:28	12:32-1:07	1:07-2:02	2:05-2:55

Gaps in Service

As enrollment and the grade level span grows to include students in grades 6-10, additional teaching staff will be necessary support both students and staff.

Counseling is available at the Hill Education site for students enrolled in any of the alternative programs on the site. This is a great opportunity to better serve the emotional needs of the student body. However, the school does not have a full time counselor to support the individual emotional needs of students on a daily basis.

SAN RAFAEL CITY SCHOOLS

San Rafael City Elementary and High School Districts have instituted Positive Behavior Interventions and Supports (PBIS) to create schoolwide systems for behavioral intervention. PBIS is a comprehensive school climate initiative that sets clear expectations for student behaviors and addresses positive reward/award systems and progressive behavioral interventions. Each school in San Rafael City Schools maintains a PBIS team consisting of administration, teachers, classified staff, school psychologists and counselors. The site-based PBIS teams meet quarterly as a district group to coordinate interventions and evaluate progress toward goals.

In addition to PBIS, Davidson Middle School utilizes Restorative Practices to address behavior and mitigate suspensions and expulsions. The school employs a part-time School Climate Coordinator to manage the Restorative Practices, which include Restorative Circles, Solution Teams, and Peer Court/Suspension Diversion. Each of these practices is described below.

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Restorative Circles

Restorative Circles occur when there is a student to student or student to staff conflict. These are face to face meetings between people that are facilitated by the School Climate Coordinator where each student or staff member is able to express their feelings and thoughts and to make agreements about how to move forward together. A Restorative Circle can be initiated in any number of ways, such as through a counselor, administrator, teacher, a written request form that can be found in the office, or through any other staff member.

Peer Court/Suspension Diversion

One of the most effective responses that we have to address behavior infractions is the student-run Peer Court. The Peer Court is made up of 7th and 8th grade students who are well trained in the process by the Culture and Climate Coordinator. Depending upon the seriousness of the situation, students are given the option of diverting their suspension if they fulfill certain obligations. A peer court proceeding consists of the offending student, an administrator acting as advocate and coach, the parent, a court of 8 students, and the peer court coordinator. The outcome of each peer court is the Contract of Restitution. This could include letters of apology, community service at home and/or in the community, academic tutoring or coaching, and counseling services. The students have a period of two weeks to fulfill the obligations of the contract.

Solution Teams

Davidson works with the national organization No Bully to provide training for certain staff to execute Solution Teams when appropriate. These problem solving teams are effective in alleviating situations of bullying and harassment in a student-centered, lasting way.

ROSS VALLEY SCHOOL DISTRICT

In an effort to prevent suspensions and expulsions, the Ross Valley School District (RVSD) has provided the infrastructure to provide early intervention and prevention activities across all grade levels. The District has included Social/Emotional Learning and character education as part of the Local Control Accountability Plan (LCAP). It is our philosophy that all district interventions will be attempted prior to recommending a student for an expulsion. Our model is research-based and includes the application of Response to Intervention (RtI) and Positive Behavioral Intervention & Support (PBIS). These two systems are implemented throughout the district to address students' academic and behavioral needs. By implementing effective approaches in addressing student needs, the district has efficiently

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monitored and provided services for students to assist in preventing the number of expulsions in the Ross Valley School District.

Positive Behavioral Interventions and Supports (PBIS)

PBIS (Positive Behavioral Interventions and Supports) is a systems approach to preventing and responding to classroom and school discipline problems. PBIS develops school-wide systems that support staff to teach and promote positive, appropriate behavior in all students. By reducing behavioral problems, PBIS creates and maintains safe learning environments where teachers can teach and students can learn.

PBIS Principles

- Establishes school discipline as instrument for academic and behavioral **success**
- Makes decisions that are linked to important and measurable **outcomes**
- Utilizes **research-validated** practices, interventions, and strategies
- Emphasizes an **instructional** approach to behavior management
- Emphasizes **prevention**
- **Integrates** initiatives, programs, interventions that have common outcomes
- Builds and sustains a **continuum of behavior support**

Plan to Prevent the Number of Suspensions & Expulsions

As part of our mission of meeting all students' needs and preventing the number of suspensions and expulsions, RVSD utilizes with our students programs which includes, positive experiences and qualities that help influence choices young people make and help them become caring, responsible, successful adults. The district employs these practices as part of our coordinated early intervention services.

Additionally, the district has developed prevention/intervention program to reach students in all grades. The District has employed a full time counselor at the middle school and uses a non-public agency to provide counseling supports to teach pro-social behaviors to all students. The District uses Restorative Justice, No Bully Program, Beyond Differences, and Life Skills Classes at the middle school.

RVSD is reviewing the Social Emotional Learning Curriculum to focus on the following goals:

- Goal 1: Develop self-awareness and self-management skills to achieve school and life success.
- Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community.

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The Social and Emotional Learning (SEL) program will focus on teaching skills so that students will acquire the knowledge, attitudes, and skills in order to recognize and manage their emotions; demonstrate caring and concern for others; establish positive relationships; make responsible decisions; and handle challenging situations constructively.

RVSD believes that quality SEL instruction in which students learn to process, integrate, and apply SEL skills in developmentally, contextually and culturally appropriate ways in conjunction with a safe, caring, participatory and responsive school climate can result in positive outcomes including promotion of mental wellness; prevention of mental health issues; school connectedness; reduction in student absenteeism; reduction in suspensions; adoption, implementation and institutionalization of new practices; and improved academic outcomes.

Expulsion

An expulsion would be recommended only after all other resources and intervention strategies have been exhausted. RVSD will provide an alternative education model for any student that must be expelled.

Post-Expulsion Practices

In an effort to offer a continuum of support and services, students expelled will be monitored on a quarterly basis while in an alternative setting. This monitoring includes, but is not limited to, the District Psychologist and/or Counselors meeting with the alternative setting teacher to discuss both academic and behavioral needs, monitoring progress toward the student's rehabilitation goals, and a specific plan introduced to the student and teacher in order to devise a tailored re-entry of the student into RVSD to ensure his or her success in the mainstream classroom.

TAMALPAIS UNION HIGH SCHOOL DISTRICT

To provide additional counseling support for students, the Tamalpais Union High School District contracts with a community based organization to provide on-site counseling services. All students who are suspended for drug-related infractions are referred to therapists for support. Additionally, administrators and school counselors refer students who have not had disciplinary incidents, but who may be exhibiting at-risk behavior or seeking help for substance use/abuse issues.

Peer Resource, a student led peer support program is featured at all of the comprehensive school sites. Each site has an Anonymous Tip Line provided as a means for students, parents and the community to provide information to administration about dangerous or at-risk behavior.

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In December 2013, all TUHSD administrators met for a “discipline summit” to find ways to align our core beliefs related to behavior with our practice and develop both short and long-term strategies for reducing out-of-school suspensions while maintaining school safety. As a result, the total number of student days lost to suspension has gone from 225 in Fall Semester 2012 to 71 in Fall Semester 2014, representing a decrease of over 68%. All sites have shifted toward the use of in-school suspension as the default strategy where suspension is necessary and student safety is not compromised in an effort to keep students more engaged in their learning and in their community.

TUHSD continues to contract with a local organization that connects students with community service during suspension, provide conflict mediation and parent engagement. For students on suspended expulsion, a behavior contract is reviewed, counseling support is provided and the district works to return them to the school site as quickly as possible to minimize the number of days they are excluded from school.

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Progress toward Addressing Gaps in Educational Services to Expelled Students 2012-2015

The triennial update of the Countywide Plan for Provision of Educational Services to Expelled Students must address the progress made in providing education placement options and services to high-risk youth since the last plans were submitted. Specifically, the updated plan should address whether the strategies were successful and identify the obstacles that resulted in any unsuccessful strategies. The new plan is also to identify any new strategies and their level of success.

1. GAP IN EDUCATIONAL SERVICE: PROXIMITY

Marin County is comprised of 19 school districts, some of which are small and/or rural. This smaller size, together with the rural characteristics of the districts, makes it difficult to offer the range of alternatives often found in the larger urban districts.

The strategy for addressing this gap is to maintain a county community school program that is committed to providing educational services to all school districts in the county and that employs a variety of instructional strategies including those that are capable of overcoming obstacles associated with providing educational services to diverse district populations.

The strategy has been updated to provide increased opportunities to local districts which allow students to have new and unique education opportunities.

2. GAP IN EDUCATIONAL SERVICE: SECONDARY PLACEMENT

County Community School program students who commit an expellable offense while in a county office program and those who commit a second expulsion offense during an expulsion period have limited alternatives available for secondary placement. These students will be referred to a countywide Expulsion Review Panel on a case by case basis for review and determination as to any available placement.

A County Expulsion Review Panel will review these cases and will be responsible for the expulsion appeal process. The County Expulsion Review Panel will include:

- a) A site administrator from the student's grade level;
- b) A site administrator from the next grade level; and
- c) A school board member.

MARIN COUNTYWIDE PLAN FOR EXPELLED YOUTH

The members of the County Expulsion Review Panel will be selected from a list of administrators and board members in alphabetical order by district and will not include representatives from the student's district of residence. Staffing assistance to the Panel will be provided by Marin County Office of Education.

As in existing appeal procedures, the grounds for an appeal are limited to one or more of the following:

- a) Did the County Expulsion Review Panel act without or in excess of jurisdiction?
- b) The appellant was denied a fair hearing before the County Expulsion Review Panel.
- c) There was a prejudicial abuse of discretion in the hearing.
- d) There is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the County Expulsion Review Panel.

The strategy outlined in the 2012 Plan to employ a County Expulsion Review Panel to address the needs of these students was not needed over the duration of the 2012-2015 plan.

3. GAP IN EDUCATIONAL SERVICE: SERVICES FOR K-6 STUDENTS

Expelled students in grades K-6 do not have the same educational options available as do their grades 7-12 counterparts. Students in grades K-6 are expelled at a much lower rate than students in grades 7-12. These two factors, together with the restriction that educational services for students in grades K-6 cannot be merged or combined with services to students in grades 7-12 make it very difficult to identify an educational placement for the expelled student who is in grades K-6. Very few youth are placed out of home by the Marin County Juvenile Probation Department, resulting in higher numbers of older students with serious behavior issues placed on the County Community School campus than in the past. This leads to concern about placement of younger, middle school age expelled students on the same County Community School campus. Often, independent study is not seen as an appropriate option for these younger students. Thus, when a district moves to expel a younger student, the options are limited.

The gap continues to persist.

MARIN COUNTYWIDE PLAN FOR EXPELLED YOUTH

Strategies for Addressing Gaps in Educational Services to Expelled Students 2015-2018

As above, there are several gaps that exist in respect to providing educational services to expelled pupils in Marin County. These gaps and available strategies for addressing them are listed below:

1. GAP IN EDUCATIONAL SERVICE: PROXIMITY

Marin County is comprised of 19 school districts, some of which are small and/or rural. This smaller size, together with the rural characteristics of the districts, makes it difficult to offer the range of alternatives often found in the larger urban districts.

Marin County school districts will work collaboratively to support one another in providing various opportunities to share students which may allow a suspended/expelled youth into an educational setting that is new and unique.

2. GAP IN EDUCATIONAL SERVICE: SECONDARY PLACEMENT

County Community School program students who commit an expellable offense while in a county office program and those who commit a second expulsion offense during an expulsion period have limited alternatives available for secondary placement. These students will be referred to the countywide expulsion panel on a case by case basis for review and determination as to any available placement.

3. SERVICES FOR K-6 STUDENTS

Expelled students in grades K-6 do not have the same educational options available as do their grades 7-12 counterparts. Students in grades K-6 are expelled at a much lower rate than students in grades 7-12. These two factors, together with the restriction that educational services for students in grades K-6 cannot be merged or combined with services to students in grades 7-12 make it very difficult to identify an educational placement for the expelled student who is in grades K-6. Very few youth are placed out of home by the Marin County Juvenile Probation Department, resulting in higher numbers of older students with serious behavior issues placed on the County Community School campus than in the past. This leads to concern about placement of younger, middle school age expelled students on the same County Community School campus. Often, independent study is not seen as an appropriate

MARIN COUNTYWIDE PLAN FOR EXPELLED YOUTH

option for these younger students. Thus, when a district moves to expel a younger student, the options are limited.

Based on information received from our neighboring county offices of education, options may include, but are not limited to, provide independent study through the student's district of residence or develop a memorandum of understanding to serve a K-6 student in district within a neighboring county. The district representative would work in collaboration with a Marin County Office of Education staff member to assist in coordinating the efforts for placement within a district outside of Marin County.

MARIN COUNTYWIDE PLAN FOR EXPELLED YOUTH

Alternative Placements for Expelled Students Placed in Community School who Fail to Meet the Terms of Rehabilitation Plans or Pose a Danger to Others

The district of residence will always maintain responsibility for their expelled youth. If the district refers to a neighboring district or county office program, they will maintain close communication with the educational entity serving the student. Expelled students who fail to meet the terms and conditions of the district rehabilitation plan may be referred to a different district school, another district program, a district community day school program (if available) or a Marin County Office of Education alternative education program. Regardless of student placement, the district of residence maintains responsibility for the student.

**MARIN COUNTYWIDE PLAN
FOR
EXPELLED YOUTH**

Certification

I certify that on May 26, 2016 the Sausalito Marin City
(date)

School District Board of Trustees approved the Marin Countywide Plan for
Expelled Youth.

Steve Van Zant

Superintendent Name

Sausalito Marin City

District Name

Please return **by June 8, 2015** to:

Raquel Rose, Assistant Superintendent
Marin County Office of Education
P.O. Box 4925
San Rafael, CA 94913

**SAUSALITO MARIN CITY SCHOOL DISTRICT
BOARD MEETING MINUTES
April 21, 2015**

ATTENDANCE

Board Members Present: Caroline Van Alst, William Ziegler, Thomas Newmeyer,
Ida Times
Absent Joshua Barrow
Superintendent: Steve Van Zant

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 6:07 p.m.

REPORT OUT OF CLOSED SESSION

Trustee Van Alst announced that no action was taken in closed session.

PLEDGE OF ALLEGIANCE

Trustee Ziegler led the Pledge of Allegiance.

AGENDA ORDER

The agenda order was approved.

BOARD COMMUNICATIONS

Trustee Ziegler said he would like to thank Principal Newton for the tour of Bayside MLK Jr. Academy that he was given. The teaching environment has improved substantially. It fit my idea of what a school should be doing and the students were all well behaved, he said.

Trustee Newmeyer said that both he and trustee Barrow visited the school on separate occasions. The campus looks good and teachers and students were all engaged, he said.

Trustee Times said that she attended the annual meeting of the California Association of African American Superintendents and Administrators in San Diego. This was a great experience; I kept hearing Dr. Thornton's name wherever I went, she told the board.

Trustee Van Alst reminded everyone that the annual Marin County School Board Association meeting will take place May 27 in Tiburon. She encouraged all to attend.

MAINTENANCE REPORT

Alan Rothkop, the director of maintenance and operations, said that Willow Creek Academy's new lights are almost all installed. It has made a lot of difference to the school, he said.

The fence at Bayside MLK Jr. Academy is up. We are missing a couple of gates which will be installed this week. Principal Newton has been informing the community about the project's progress.

SUPERINTENDENT'S REPORT

Superintendent Van Zant said he had the pleasure of being principal for a day. It was an uneventful, quiet day, which was a good thing, he told the board.

PRINCIPAL'S REPORT

Principal Jonnette Newton said that there are a few important matters regarding our students that we must face and discuss. She handed out a list that outlined the mental health issues affecting Bayside MLK Jr. Academy students. She told the board: Teachers have to deal with these issues as well as teach; this is a heavy load for them.

She continued: Our students sometimes simply refuse to do their work. Five weeks of summer school cannot make up for 36 weeks of the school year. I asked the counselor to look at the social and mental health issues of these students. As the data shows, these failing students are dealing with many traumas, including domestic violence, violent death of a family member, homelessness, parental neglect, physical and sexual abuse, a parent in jail. In addition, they are not seeing a lot of people in their environment who are using education to improve their lives. We still have a lot of work to do to help our pupils. We are going to create counseling groups for our middle schoolers to talk about issues that are getting in the way of their education and to help them to see what is stopping them. It is evident that negative peer influence is one of the big problems that these students face.

Trustee Ziegler said the lower grades have the same issues, why aren't they affected in the same way? Principal Newton said most of the students in individual counseling are the younger pupils. This is why the Tam High School district complains that our students do not enter 9th grade well prepared. Our parents also need support and counseling. One of the pushbacks we get from parents is that they want their children to be tested for special education - they have heard that special education students will not be held back.

Trustee Times said this is deflating. I have been looking at the work of the Harlem Children's Zone Project and its leader Geoffrey Canada. I plan to raise some flags to let the community know about this crisis. Our parents should be petrified, she said.

Principal Newton said we need to talk about summer school and how we will shore up the academics. We have asked the parents of all failing students to come in and talk to us.

Trustee Newmeyer said it is imperative to let the kids know that they will not be moved up if they are failing. Unless that one factor – the students' attitude towards learning - changes, nothing else will work. This is the line in the sand.

Trustee Ziegler said this can't continue. There has to be intervention to avoid repeating this pattern - We have to have a viable program. Superintendent Van Zant said you passed the resolution about grade level expectations, now we need to show resolve and stand behind Principal Newton as she implements this. Rather than relying on outside people who parachute in, let's rely on Marin City community members.

Trustee Van Alst asked about fifth graders. Principal Newton said we have a great group of 5th and 6th graders. The 6th grade boys are on the edge, so we have to include them in our counseling groups so they do not adopt the wrong attitude.

WCA REPORT

Head of School Royce Conner reported that Willow Creek Academy raised over \$61K during its annual benefit and auction.

ORAL COMMUNICATIONS

Science Teacher Denise Suto gave an update on the Sausalito Sakaide Sister City Program and invited everyone to attend the Full Moon Blossom Festival on May 16. Proceeds from this event will help support the Sister City program.

2015-2016 DISTRICT CALENDAR

Newmeyer/ Times/All to approve the 2015-2016 District Calendar

FINANCIAL & BUSINESS

Resolution 715 - Budget Transfers to Permit Payment Obligations during Fiscal Year and at Close of Year

Superintendent Van Zant explained that this is a recurring resolution that allows the district to move money around within funds without changing the final appropriation of said funds.

Roll Call Newmeyer/Ziegler 5 Ayes, 0 Nos to approve Resolution 715 - Budget Transfers to Permit Payment Obligations during Fiscal Year and at Close of Year

Willow Creek Academy Second Interim Budget

Clark Warden said that the charter school's budget will show a slight surplus.

Ziegler/ Newmeyer/ All to accept the Willow Creek Academy Second Interim Budget

CONSENT AGENDA

Trustee Van Alst asked that the payment of warrants be taken out of the consent agenda.

Newmeyer/Ziegler/All to approve the removal of the payment of warrants from the consent agenda

Roll Call Ziegler /Newmeyer/4Ayes, 0 Nos, to approve the following consent agenda items:

Minutes of the March 10,2015 Board Meeting

Quarterly Report: Williams Uniform Complaints Act

Field Trips

Payment of Warrants – Batches 34-38

Trustee Van Alst said the register of warrant payments as presented to the board is somewhat difficult to read. She said: Our approval is meant to ensure that payments are within the budget and sources of funds align with the funds. One suggestion was to export this data to Excel and add a description of the source. Another idea that came up was to assign one board member for each meeting to review the warrants and report out to the board to give us another level of assurance and help us understand the budget. Board members agreed that both suggestions should be taken up. Trustee Van Alst said she would volunteer as the first board member to review the next batch of warrants.

Newmeyer/ Ziegler /All to approve the Payment of Warrants – Batches 34-38

POLICY DEVELOPMENT

Finance Committee

The board decided to defer action on this item until trustee Barrow returns.

ADJOURNMENT

Ziegler/Times/All to adjourn the meeting at 7:15p.m.

Signature/Date

Title

**SAUSALITO MARIN CITY SCHOOL DISTRICT
BOARD MEETING MINUTES
May 12, 2015**

ATTENDANCE

Board Members Present: Caroline Van Alst, William Ziegler, Thomas Newmeyer,
Joshua Barrow
Absent: Ida Times

Superintendent: Steve Van Zant

The meeting was called to order at 4:45 p.m.

CLOSED SESSION

The Board and Superintendent convened closed session at 4:46 p.m.

RECONVENE TO OPEN SESSION

Open session reconvened at 5:01 p.m.

REPORT OUT OF CLOSED SESSION

Trustee Van Alst announced that no action was taken in closed session.

PERSONNEL

Resolution 716 – Reduction in Particular Kinds of Service (PKS)

Superintendent Van Zant said that this resolution will allow the district the flexibility to arrive at a balanced budget for 2015-2016.

Denni Brusseau, director of Bridge the Gap in Marin City, said that this has been a challenging year for the students in Marin City. Our children live in a high stress environment, and without the help of the school counselor, they will not have the necessary tools for success. I am concerned that the elimination of this position creates a significant hole in the safety net for our students, she told the board.

Teacher Ellen Franz said that over the last three years, the school has developed a program with the current counselor that works well for our students. She recounted the case of a second grader who became agitated in class and was harming himself – he was in danger and the entire class was very upset. The counselor was able to talk to him and calm him enough to return to class within 20 minutes, when another student hugged and reassured him. This process, she told the board, would have taken up the entire class time before our counselor, Julie Auslander, came onboard.

Counselor Julie Auslander said that replacing the counselor position with a school psychologist will not work. The school psychologist spends many hours preparing assessments and Individual Education Plans. It is not reasonable to add the duties of a counselor to this already heavy workload. She also suggested that her duties be expanded to the charter school to save on costs.

Librarian Fran Nelson asked if the district has a long-term vision, such as a five-year plan, which could be shared with the community. It would be good to know what to expect from year to year, she told the board.

Community member Pamela Dake said she was unsure if the decision to cut the position of counselor at Bayside MLK Jr. is deliberate mean spiritedness or simply misguided thinking. Julie Auslander has provided individual and group counseling to the students, worked with families and teachers to develop a positive learning environment at the school. She is also bringing mindfulness training to the school; this is an important tool to help kids focus and be present to learn. I urge you to maintain the counselor position, she concluded.

Community member Mary Demund said the proposals before the board will widen the achievement gap that economic and racial divisions have created in our society. Given that it is your duty to provide a quality education for the children at Bayside MLK Jr. Academy, you must ask yourselves whether these cuts will help our children, she said.

Parent Dana Perez said that she has a daughter in the fifth grade at Bayside MLK Jr. Academy. She told the board of her daughter's anxiety about going on a field trip earlier in the year, and counselor Julie Auslander's successful intervention. I was a single mother coping with a very difficult situation; Julie helped me and helped my daughter overcome her fears and have a positive experience on the school trip, she told the board.

Trustee Ziegler said that the board would like to protect the services that the school provides, but at the same time solve its budget problems. I feel that all the staff are providing valuable service, but at the end of the day, we still have the issue of the budget to solve, he said.

Trustee Barrow said we look to the administration to give us guidance so that we can choose the right path for the district.

Trustee Newmeyer said he would prefer not to cut any services and would like to have further discussions with the superintendent.

Trustee Van Alst thanked everyone for coming to the meeting and allowing the board to hear their views.

Roll Call Newmeyer/Ziegler/ 4 Ayes, 0 Nos, 1 Absent, to approve Resolution 716 – Reduction in Particular Kinds of Service (PKS)

Resolution 717 – Reduction of Classified School Services

Superintendent Van Zant said now that Willow Creek Academy has taken over the management of custodial services for the school, the district can reduce its custodial workforce by .5 FTE.

Roll Call Ziegler/Barrow/ 4 Ayes, 0 Nos, 1 Absent, to approve Resolution 717 – Reduction of Classified School Services

At 5:45 p.m. the Board and Superintendent reconvened closed session.

Open session reconvened at 6:10 p.m. Trustee Van Alst announced that no action was taken in closed session.

ADJOURNMENT

Newmeyer/Ziegler/All to adjourn the meeting at 6:11 p.m.

Signature/Date

Title

Sausalito Marin City School District
Personnel Action Report
2014/2015-7

Date of Board Meeting: May 26, 2015

Action	Name	Title	FTE	Site	Effective Date
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Classified

Certificated

New Hire	Alejandro (Alex) Reyes	SCD Teacher	1.0	District Wide	8-24-15

Confidential

Administrative

Sausalito Marin City School District

Agenda Item: 9.01

Date: May 26, 2015

<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	

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

Item: Public Hearing to Adopt the 2015-2016 Budget

Background:

State law requires the Board to adopt its annual budget before July 1. The budget public hearing must occur at the same meeting as the Local Control Accountability Plan (LCAP) public hearing and at a separate meeting from the formal adoption of the budget and LCAP.

The attached General Fund budgets are in the State approved Standardized Account Code Structure (SACS) format. A copy of the budget in the SACS download format that is required by the State Department of Education for final adoption will be provided at the June 23, 2015 Board meeting.

The Multi-Year Projection (MYP) reflects adjusted certificated and classified salary and benefit calculations based on staff hired to date. It includes salary increases based upon step and column for the two subsequent years. The key budget assumptions included in this report provide more detailed descriptions of the assumptions used in calculating the estimated budgets for 2015-16 through 2017-18.

The board is required to adopt a budget before June 30, 2015.

Fiscal Impact:

This item will result in current projected revenues of \$ 5,156,955 and projected expenditures of \$ 5,488,509 from the General Fund resulting in an operating deficit of \$ 331,554 in 2015-2016 which will be funded by the 2014-2015 ending fund balance. This budget reflects that the District barely remains fiscally solvent for the budget year and two subsequent years as required to obtain a positive certification. The District will need to be making some really hard decisions from now until June 23, 2015.

Recommendation:

This item is for discussion and public input purposes only.

Prepared for: Steve Van Zant

Prepared by: P. Rigney

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	4,131,246.00	20,422.00	4,151,668.00	4,049,412.00	20,422.00	4,069,834.00	-2.0%
2) Federal Revenue		8100-8299	14,187.00	338,334.00	352,521.00	1,860.00	339,135.00	340,995.00	-3.3%
3) Other State Revenue		8300-8599	19,321.00	204,738.00	224,059.00	28,887.00	136,418.00	165,305.00	-26.2%
4) Other Local Revenue		8600-8799	246,295.00	587,218.00	833,513.00	264,048.00	316,773.00	580,821.00	-30.3%
5) TOTAL, REVENUES			4,411,049.00	1,150,712.00	5,561,761.00	4,344,207.00	812,748.00	5,156,955.00	-7.3%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	1,307,961.69	524,151.69	1,832,113.38	1,227,457.00	479,309.00	1,706,766.00	-6.8%
2) Classified Salaries		2000-2999	490,749.00	322,602.00	813,351.00	457,973.00	393,474.00	851,447.00	4.7%
3) Employee Benefits		3000-3999	485,896.06	247,970.01	733,866.07	468,550.00	291,853.00	760,403.00	3.6%
4) Books and Supplies		4000-4999	134,973.00	200,485.00	335,458.00	70,506.00	37,475.00	107,981.00	-67.8%
5) Services and Other Operating Expenditures		5000-5999	558,577.00	781,989.00	1,340,566.00	560,074.00	570,706.00	1,130,780.00	-15.6%
6) Capital Outlay		6000-6999	0.00	30,000.00	30,000.00	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	347,858.00	341,720.00	689,578.00	114,323.00	466,244.00	580,567.00	-15.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(26,599.00)	26,599.00	0.00	(20,243.00)	20,243.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,299,415.75	2,475,516.70	5,774,932.45	2,878,640.00	2,259,304.00	5,137,944.00	-11.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			1,111,633.25	(1,324,804.70)	(213,171.45)	1,465,567.00	(1,446,556.00)	19,011.00	-108.9%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	365,382.00	0.00	365,382.00	350,565.00	0.00	350,565.00	-4.1%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	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	0.00	0.0%
3) Contributions		8980-8999	(1,163,008.00)	1,163,008.00	0.00	(1,446,556.00)	1,446,556.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,528,390.00)	1,163,008.00	(365,382.00)	(1,797,121.00)	1,446,556.00	(350,565.00)	-4.1%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(416,756.75)	(161,796.70)	(578,553.45)	(331,554.00)	0.00	(331,554.00)	-42.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	1,669,227.99	161,991.98	1,831,219.97	1,252,471.24	195.28	1,252,666.52	-31.6%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,669,227.99	161,991.98	1,831,219.97	1,252,471.24	195.28	1,252,666.52	-31.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,669,227.99	161,991.98	1,831,219.97	1,252,471.24	195.28	1,252,666.52	-31.6%
2) Ending Balance, June 30 (E + F1e)			1,252,471.24	195.28	1,252,666.52	920,917.24	195.28	921,112.52	-26.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,000.00	0.00	1,000.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	203.28	203.28	0.00	203.28	203.28	0.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	1,251,471.24	(8.00)	1,251,463.24	920,917.24	(8.00)	920,909.24	-26.4%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
G. ASSETS									
1) Cash									
a) in County Treasury		9110	2,981,575.96	(654,014.57)	2,327,561.39				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Fund		9130	1,000.00	0.00	1,000.00				
d) with Fiscal Agent		9135	0.00	0.00	0.00				
e) collections awaiting deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	11,742.25	11,742.25				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			2,982,575.96	(642,272.32)	2,340,303.64				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	(3,222.96)	1,628.97	(1,593.99)				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			(3,222.96)	1,628.97	(1,593.99)				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			2,985,798.92	(643,901.29)	2,341,897.63				

			2014-15 Estimated Actuals			2015-16 Budget			
		Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes								
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	1,042,491.00	0.00	1,042,491.00	1,042,491.00	0.00	1,042,491.00	0.0%
Education Protection Account State Aid - Current Year		8012	31,788.00	0.00	31,788.00	31,788.00	0.00	31,788.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	30,758.00	0.00	30,758.00	30,758.00	0.00	30,758.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	5,042,731.00	0.00	5,042,731.00	5,360,066.00	0.00	5,360,066.00	6.3%
Unsecured Roll Taxes		8042	112,784.00	0.00	112,784.00	112,784.00	0.00	112,784.00	0.0%
Prior Years' Taxes		8043	5,160.00	0.00	5,160.00	7,996.00	0.00	7,996.00	55.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			6,265,712.00	0.00	6,265,712.00	6,585,883.00	0.00	6,585,883.00	5.1%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(20,422.00)		(20,422.00)	(20,422.00)		(20,422.00)	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	20,422.00	20,422.00	0.00	20,422.00	20,422.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	(2,114,044.00)	0.00	(2,114,044.00)	(2,516,049.00)	0.00	(2,516,049.00)	19.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,131,246.00	20,422.00	4,151,668.00	4,049,412.00	20,422.00	4,069,834.00	-2.0%
FEDERAL REVENUE									
Maintenance and Operations		8110	14,187.00	0.00	14,187.00	1,860.00	0.00	1,860.00	-86.9%
Special Education Entitlement		8181	0.00	109,152.00	109,152.00	0.00	114,233.00	114,233.00	4.7%
Special Education Discretionary Grants		8182	0.00	6,533.00	6,533.00	0.00	2,253.00	2,253.00	-65.5%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	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	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290		196,721.00	196,721.00		196,721.00	196,721.00	0.0%
NCLB: Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290		22,670.00	22,670.00		22,670.00	22,670.00	0.0%
NCLB: Title III, Immigrant Education Program	4201	8290		608.00	608.00		608.00	608.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290		2,650.00	2,650.00		2,650.00	2,650.00	0.0%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
	3011-3020, 3026-3199, 4036-4126, 5510	8290							
Other No Child Left Behind		8290		0.00	0.00		0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290		0.00	0.00		0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290		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	0.00	0.0%
TOTAL, FEDERAL REVENUE			14,167.00	338,334.00	352,521.00	1,860.00	339,135.00	340,995.00	-3.3%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement Current Year	6360	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		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	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	13,530.00	0.00	13,530.00	13,510.00	0.00	13,510.00	-0.1%
Lottery - Unrestricted and Instructional Materials		8560	15,377.00	4,117.00	19,494.00	15,377.00	4,117.00	19,494.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources									
		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		124,234.00	124,234.00		124,234.00	124,234.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		51,901.00	51,901.00		0.00	0.00	-100.0%
Healthy Start	6240	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
School Community Violence Prevention Grant									
	7391	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
Common Core State Standards Implementation									
	7405	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	(9,586.00)	24,486.00	14,900.00	0.00	8,067.00	8,067.00	-45.9%
TOTAL, OTHER STATE REVENUE			19,321.00	204,738.00	224,059.00	28,887.00	136,418.00	165,305.00	-26.2%

			2014-15 Estimated Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from									
Delinquent Non-LCFF									
Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	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	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	82,920.00	0.00	82,920.00	81,990.00	0.00	81,990.00	-1.1%
Interest		8660	2,000.00	0.00	2,000.00	2,000.00	0.00	2,000.00	0.0%
Net Increase (Decrease) in the Fair Value									
of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	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	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	129,509.00	0.00	129,509.00	148,192.00	0.00	148,192.00	14.4%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From									
Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	31,866.00	369,521.00	401,387.00	31,866.00	90,076.00	121,942.00	-69.6%
Tuition		8710	0.00	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	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		217,697.00	217,697.00		226,697.00	226,697.00	4.1%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		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	0.00	0.0%
From County Offices	All Other	8792	0.00	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	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			246,295.00	587,218.00	833,513.00	264,048.00	316,773.00	580,821.00	-30.3%
TOTAL, REVENUES			4,411,049.00	1,150,712.00	5,561,761.00	4,344,207.00	812,748.00	5,156,955.00	-7.3%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	951,449.00	205,500.00	1,156,949.00	841,558.00	198,570.00	1,040,128.00	-10.1%
Certificated Pupil Support Salaries		1200	0.00	202,139.00	202,139.00	0.00	176,730.00	176,730.00	-12.6%
Certificated Supervisors' and Administrators' Salaries		1300	329,962.69	69,962.69	399,925.38	365,899.00	99,009.00	464,908.00	16.2%
Other Certificated Salaries		1900	26,550.00	46,550.00	73,100.00	20,000.00	5,000.00	25,000.00	-65.8%
TOTAL, CERTIFICATED SALARIES			1,307,961.69	524,151.69	1,832,113.38	1,227,457.00	479,309.00	1,706,766.00	-6.8%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	59,592.00	182,626.00	242,218.00	51,667.00	245,738.00	297,405.00	22.8%
Classified Support Salaries		2200	113,264.00	62,154.00	175,418.00	70,257.00	66,023.00	136,280.00	-22.3%
Classified Supervisors' and Administrators' Salaries		2300	123,900.00	77,822.00	201,722.00	129,971.00	81,713.00	211,684.00	4.9%
Clerical, Technical and Office Salaries		2400	124,123.00	0.00	124,123.00	126,220.00	0.00	126,220.00	1.7%
Other Classified Salaries		2900	69,870.00	0.00	69,870.00	79,858.00	0.00	79,858.00	14.3%
TOTAL, CLASSIFIED SALARIES			490,749.00	322,602.00	813,351.00	457,973.00	393,474.00	851,447.00	4.7%
EMPLOYEE BENEFITS									
STRS		3101-3102	109,102.46	46,774.45	155,876.91	125,449.00	50,900.00	176,349.00	13.1%
PERS		3201-3202	57,856.00	39,522.00	97,378.00	61,141.00	47,184.00	108,325.00	11.2%
OASDI/Medicare/Alternative		3301-3302	55,748.96	31,880.96	87,629.92	55,663.00	37,375.00	93,038.00	6.2%
Health and Welfare Benefits		3401-3402	191,809.13	104,685.00	296,494.13	181,130.00	136,049.00	317,179.00	7.0%
Unemployment Insurance		3501-3502	883.48	415.48	1,298.96	856.00	445.00	1,301.00	0.2%
Workers' Compensation		3601-3602	43,661.03	20,492.12	64,153.15	34,359.00	17,800.00	52,159.00	-18.7%
OPEB, Allocated		3701-3702	0.00	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	0.00	0.0%
Other Employee Benefits		3901-3902	26,835.00	4,200.00	31,035.00	9,952.00	2,100.00	12,052.00	-61.2%
TOTAL, EMPLOYEE BENEFITS			485,896.06	247,970.01	733,866.07	468,550.00	291,853.00	760,403.00	3.6%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	46,000.00	4,117.00	50,117.00	20,001.00	10,289.00	30,290.00	-39.6%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	80,593.00	138,940.00	219,533.00	50,503.00	27,186.00	77,689.00	-64.6%
Noncapitalized Equipment		4400	8,380.00	57,428.00	65,808.00	2.00	0.00	2.00	-100.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			134,973.00	200,485.00	335,458.00	70,506.00	37,475.00	107,981.00	-67.8%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	15,000.00	15,000.00	0.00	15,000.00	15,000.00	0.0%
Travel and Conferences		5200	12,380.00	18,236.00	30,616.00	13,280.00	9,056.00	22,336.00	-27.0%
Dues and Memberships		5300	12,225.00	4,874.00	17,099.00	13,725.00	0.00	13,725.00	-19.7%
Insurance		5400 - 5450	41,751.00	0.00	41,751.00	45,286.00	0.00	45,286.00	8.5%
Operations and Housekeeping Services		5500	160,500.00	0.00	160,500.00	169,500.00	0.00	169,500.00	5.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	18,651.00	115,727.00	134,378.00	18,651.00	48,000.00	66,651.00	-50.4%
Transfers of Direct Costs		5710	0.00	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	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	268,237.00	628,152.00	896,389.00	253,599.00	498,650.00	752,249.00	-16.1%
Communications		5900	44,833.00	0.00	44,833.00	46,033.00	0.00	46,033.00	2.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			558,577.00	781,989.00	1,340,566.00	560,074.00	570,706.00	1,130,780.00	-15.6%

			2014-15 Estimated Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	30,000.00	30,000.00	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	30,000.00	30,000.00	0.00	0.00	0.00	-100.0%
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	0.00	0.0%
State Special Schools		7130	0.00	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	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	28,807.00	212,320.00	241,127.00	28,125.00	220,813.00	248,938.00	3.2%
Payments to JPAs		7143	0.00	70,000.00	70,000.00	0.00	186,031.00	186,031.00	165.8%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	298,293.00	59,400.00	357,693.00	65,440.00	59,400.00	124,840.00	-65.1%
Debt Service									
Debt Service - Interest		7438	2,884.00	0.00	2,884.00	2,884.00	0.00	2,884.00	0.0%
Other Debt Service - Principal		7439	17,874.00	0.00	17,874.00	17,874.00	0.00	17,874.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			347,858.00	341,720.00	689,578.00	114,323.00	466,244.00	580,567.00	-15.8%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(26,599.00)	26,599.00	0.00	(20,243.00)	20,243.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(26,599.00)	26,599.00	0.00	(20,243.00)	20,243.00	0.00	0.0%
TOTAL, EXPENDITURES			3,299,415.75	2,475,516.70	5,774,932.45	2,878,640.00	2,259,304.00	5,137,944.00	-11.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	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	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	62,162.00	0.00	62,162.00	47,820.00	0.00	47,820.00	-23.1%
Other Authorized Interfund Transfers Out		7619	303,220.00	0.00	303,220.00	302,745.00	0.00	302,745.00	-0.2%
(b) TOTAL, INTERFUND TRANSFERS OUT			365,382.00	0.00	365,382.00	350,565.00	0.00	350,565.00	-4.1%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	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	0.00	0.0%
(c) TOTAL, SOURCES			0.00	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	0.00	0.0%
All Other Financing Uses		7699	0.00	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	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(1,163,008.00)	1,163,008.00	0.00	(1,446,556.00)	1,446,556.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(1,163,008.00)	1,163,008.00	0.00	(1,446,556.00)	1,446,556.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES									
(a - b + c - d + e)			(1,528,390.00)	1,163,008.00	(365,382.00)	(1,797,121.00)	1,446,556.00	(350,565.00)	-4.1%

Description	Object Codes	2015-16 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	4,049,412.00	-5.02%	3,846,039.00	-4.12%	3,687,504.00
2. Federal Revenues	8100-8299	1,860.00	0.00%	1,860.00	-0.05%	1,859.00
3. Other State Revenues	8300-8599	28,887.00	-8.92%	26,310.00	-8.92%	23,963.00
4. Other Local Revenues	8600-8799	264,048.00	0.00%	264,048.00	0.00%	264,048.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(1,446,556.00)	5.00%	(1,518,884.00)	5.00%	(1,594,828.00)
6. Total (Sum lines A1 thru A5c)		2,897,651.00	-9.60%	2,619,373.00	-9.04%	2,382,546.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,227,457.00		1,064,422.00
b. Step & Column Adjustment				17,184.00		14,902.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(180,219.00)		(74,218.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,227,457.00	-13.28%	1,064,422.00	-5.57%	1,005,106.00
2. Classified Salaries						
a. Base Salaries				457,973.00		409,553.00
b. Step & Column Adjustment				4,580.00		4,096.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(53,000.00)		(27,986.40)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	457,973.00	-10.57%	409,553.00	-5.83%	385,662.60
3. Employee Benefits	3000-3999	468,550.00	-5.38%	443,335.00	1.06%	448,048.00
4. Books and Supplies	4000-4999	70,506.00	0.00%	70,506.00	-14.18%	60,506.00
5. Services and Other Operating Expenditures	5000-5999	560,074.00	0.00%	560,074.00	-4.46%	535,074.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	114,323.00	-57.24%	48,890.00	0.00%	48,890.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(20,243.00)	0.00%	(20,243.00)	0.00%	(20,243.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	350,565.00	-12.84%	305,565.00	-8.18%	280,565.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		3,229,205.00	-10.75%	2,882,102.00	-4.81%	2,743,608.60
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(331,554.00)		(262,729.00)		(361,062.60)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,252,471.24		920,917.24		658,188.24
2. Ending Fund Balance (Sum lines C and D1)		920,917.24		658,188.24		297,125.64
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	920,917.24		658,188.24		297,125.64
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		920,917.24		658,188.24		297,125.64

Description	Object Codes	2015-16 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	920,917.24		658,188.24		297,125.64
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790	172,643.95				
3. Total Available Reserves (Sum lines E1a thru E2c)		1,093,561.19		658,188.24		297,125.64
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
2015-2016 Budget reflects Salary and Benefit reductions of 1.9 FTE Certificated and 1.375 FTE Classified in comparison to 2014-2015, it also has the 2% salary increase for both bargaining groups. Reduction in PARS contribution						
2015-2016 4xxx-7xxxx Reduction in one time expenditures (custodial supplies, security installation						
2016-2017 Budget reflects Salary and Benefit reductions of 2 FTE Certificated and 1.3 FTE Classified in comparison to 2015-2016.						
2016-2017 4xxx-7xxxx Reduction in one time expenditures (custodial supplies, security installation						
2017-2018 Budget reflects Salary and Benefit reductions of .8125 FTE Classified in comparison to 2016-2017						
2017-2018 4xxx-7xxxx Reduction in one time expenditures (custodial supplies, security installation						

Description	Object Codes	2015-16 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	20,422.00	0.00%	20,422.00	0.00%	20,422.00
2. Federal Revenues	8100-8299	339,135.00	-5.00%	322,178.00	-5.00%	306,069.00
3. Other State Revenues	8300-8599	136,418.00	-8.92%	124,250.00	-8.92%	113,166.00
4. Other Local Revenues	8600-8799	316,773.00	-5.52%	299,286.00	-4.67%	285,297.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	1,446,556.00	5.00%	1,518,884.00	5.00%	1,594,828.00
6. Total (Sum lines A1 thru A5c)		2,259,304.00	1.14%	2,285,020.00	1.52%	2,319,782.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				479,309.00		486,019.00
b. Step & Column Adjustment				6,710.00		6,804.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	479,309.00	1.40%	486,019.00	1.40%	492,823.00
2. Classified Salaries						
a. Base Salaries				393,474.00		397,409.00
b. Step & Column Adjustment				3,935.00		3,974.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	393,474.00	1.00%	397,409.00	1.00%	401,383.00
3. Employee Benefits	3000-3999	291,853.00	9.08%	318,356.00	8.43%	345,182.00
4. Books and Supplies	4000-4999	37,475.00	1.04%	37,865.28	-1.03%	37,475.00
5. Services and Other Operating Expenditures	5000-5999	570,706.00	-2.04%	559,079.00	-0.47%	556,432.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	466,244.00	0.00%	466,244.00	0.00%	466,244.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	20,243.00	0.00%	20,243.00	0.00%	20,243.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		2,259,304.00	1.15%	2,285,215.28	1.51%	2,319,782.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		0.00		(195.28)		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		195.28		195.28		0.00
2. Ending Fund Balance (Sum lines C and D1)		195.28		0.00		0.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	203.28				
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(8.00)		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		195.28		0.00		0.00

Description	Object Codes	2015-16 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
2015-2016 4xxx-7xxxx Reduction in one time expenditures from carry over funds and expenditures associated with the Pre K to 3 Grant and the TSG Grant						
2016-2017 4xxx-7xxxx Reduction in one time expenditures from carry over funds and expenditures associated with the Pre K to 3 Grant and the TSG Grant						
2017-2018 4xxx-7xxxx Reduction in one time expenditures from carry over funds and expenditures associated with the Pre K to 3 Grant and the TSG Grant						

Description	Object Codes	2015-16 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	4,069,834.00	-5.00%	3,866,461.00	-4.10%	3,707,926.00
2. Federal Revenues	8100-8299	340,995.00	-4.97%	324,038.00	-4.97%	307,928.00
3. Other State Revenues	8300-8599	165,305.00	-8.92%	150,560.00	-8.92%	137,129.00
4. Other Local Revenues	8600-8799	580,821.00	-3.01%	563,334.00	-2.48%	549,345.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		5,156,955.00	-4.90%	4,904,393.00	-4.12%	4,702,328.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,706,766.00		1,550,441.00
b. Step & Column Adjustment				23,894.00		21,706.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(180,219.00)		(74,218.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,706,766.00	-9.16%	1,550,441.00	-3.39%	1,497,929.00
2. Classified Salaries						
a. Base Salaries				851,447.00		806,962.00
b. Step & Column Adjustment				8,515.00		8,070.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(53,000.00)		(27,986.40)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	851,447.00	-5.22%	806,962.00	-2.47%	787,045.60
3. Employee Benefits	3000-3999	760,403.00	0.17%	761,691.00	4.14%	793,230.00
4. Books and Supplies	4000-4999	107,981.00	0.36%	108,371.28	-9.59%	97,981.00
5. Services and Other Operating Expenditures	5000-5999	1,130,780.00	-1.03%	1,119,153.00	-2.47%	1,091,506.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	580,567.00	-11.27%	515,134.00	0.00%	515,134.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	350,565.00	-12.84%	305,565.00	-8.18%	280,565.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		5,488,509.00	-5.85%	5,167,317.28	-2.01%	5,063,390.60
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(331,554.00)		(262,924.28)		(361,062.60)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,252,666.52		921,112.52		658,188.24
2. Ending Fund Balance (Sum lines C and D1)		921,112.52		658,188.24		297,125.64
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	203.28		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	920,909.24		658,188.24		297,125.64
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		921,112.52		658,188.24		297,125.64

Description	Object Codes	2015-16 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	920,917.24		658,188.24		297,125.64
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(8.00)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	172,643.95		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,093,553.19		658,188.24		297,125.64
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		19.92%		12.74%		5.87%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		150.57
2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, lines A6 and C4; enter projections)		155.21		150.21		155.21
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		5,488,509.00		5,167,317.28		5,063,390.60
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		150.57
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		5,488,509.00		5,167,317.28		5,063,541.17
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		5%		5%		5%
e. Reserve Standard - By Percent (Line F3c times F3d)		274,425.45		258,365.86		253,177.06
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		65,000.00		65,000.00		65,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		274,425.45		258,365.86		253,177.06
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Sausalito Marin City School District

Agenda Item: 9.02

Date: May 26, 2015

<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	

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

Item: Public Hearing on the 2015-2016 Local Control Accountability Plan (LCAP)

Background:

Assembly Bill 97 (Chapter 47, Statutes of 2013) signed by Governor Brown on July 1, 2013 specifies implementation requirements for Local Control Funding Formula (LCFF) which includes the development of Local Control Accountability Plan (LCAP).

Local Education Agencies (LEA's) must adopt three-year LCAP's. Plans must be aligned to LEA budget and describe annual goals for all pupils and each subgroup to be achieved for each of the state priorities identified in statute and any additional local priorities identified by the local governing board. Specific actions the LEA will take during each year to achieve those goals will be delineated.

In developing the LCAP governing boards must consult with teachers, parents, school administration, other school personnel, parents and pupils to provide advice to the board and superintendent on LCAP requirements. Constituent groups should be formed or assembled to provide and contribute to the development of the plan. Upon completion of the LCAP, it must submit to the County Office of Education for final approval.

Fiscal Impact:

The District's LCFF for 2015-2016 is \$1,777,011 (floor level) and \$1,932,263 (total phase-in entitlement) which is funded by local property tax and state aid. This total includes supplemental and concentrations funds of approximately \$374,359 based on enrollment of subgroup populations (socio-economically disadvantaged, English Language Learners, and Foster students), which represents 90% the student enrollment. The LCAP will describe how these funds are spent in achieving educational goals and priorities.

The LCAP must be adopted each year in tandem with Budget adoption. Public input is required.

Recommendation:

The LCAP item is for discussion and public input purposes only.

Prepared for: Steve Van Zant

Prepared by: P. Rigney

Introduction:

LEA: Sausalito Marin City Elementary School District **Contact (Name, Title, Email, Phone Number):** Steve Van Zant, Superintendent, svanzant@smcsd.org, (415) 332-3190
LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
October, 2013 - on going Design Team, comprised of teachers, staff, site administration, bargaining unit and community members review data to include DIBELS, Study Island assessments, KOF, Accelerated Reader, Accelerated Math, Student Attendance, Student Behavior, and parent Engagement statistics in order to develop plans to improve student learning.	Through the process, we have established the following visions for our students: Our students will have stellar, appropriate and varied communication and language skills. Students will be academically and culturally literate by mastering, applying, questioning, defending core concepts, solutions and experiences Students will fearlessly preserve to strategically and resourcefully solve

<p>February, 2014</p> <p>Teachers, Staff, site administration, bargaining unit and Community Member meetings to establish three learning themes</p> <p>April 9, 2014</p> <p>Meeting of Site Council team members comprised of Teachers, Staff and Community Members to review finding and set three year goals</p>	<p>academic and real world problems</p> <p>Through further process we have established Kindergarten readiness, Third grade reading proficiency and Algebra readiness as priorities.</p>
Annual Update:	Annual Update:

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Our students will have stellar, appropriate and varied communication and language skills	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	70% proficiency in ELA on SIBA. 80% of those non-proficient will advance one-level towards goal of proficiency 80% of K-2 students will score 'core' on DIBELS Study Island Benchmark Assessments (SIBA), DIBELS, Systemic Instruction in Phonological Awareness, Phonics, and Sight Words) SIPPS, Smarter Balance Assessment Consortium (SBAC) 2012- 2013 API score was 719. API for ELL students was 935 (only 14 were tested) Due to in-sufficient numbers, CELDT data is not desegregated. in 13-14 we identified 32 students as being English Language Learners. 11 were Fluent English Proficient. Our current FEP Redesignation rate is 43.2%	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	80% proficient, 90% of non-proficient move up one level 90% "core" DIBELS 80% proficient SBAC	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Continue to support and implement GLAD training	School-Wide	All OR: Low Income pupils
		Budgeted Expenditures Professional Devlopment/Training CELDT \$3,000 Bilingual Paraprofessional General Fund \$45,000

		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Title 1
Maintain Small class size	School-Wide	<ul style="list-style-type: none"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Teacher General Fund \$85,000
Adopt and implement SIPP's intervention curriculum school-wide	School-Wide	<ul style="list-style-type: none"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
Provide Targeted ELL support	School-Wide	<ul style="list-style-type: none"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
Implement "Marin City Reads" reading incentive program	School-Wide	<ul style="list-style-type: none"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent 	

		English proficient _ Other Subgroups: (Specify)	
Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: The District will be meeting and providing additional services District wide by providing counseling, health services, tutoring and athletic services beyond the regular school day/programs.	School-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	District Wide Counseling /Tutoring /Health Services /Community Based Services Note: \$150K above target amount General Fund \$150,000 MCF grants
Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: The District will be providing additional teaching support to maintain small classroom in order to better serve the students population.	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teaching Staff: Note: We are able to target our whole student population which consists of over 90% free reduced/Ell/etc and needs the additional support General Fund \$100,000
Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Safety/Facilities	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Safety/Facilities General Fund \$200,000 Facilities

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	90% proficient, 95% non-proficient advance one level 95% "core" DIBELS 90% proficient SBAC		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to support and implement GLAD training	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development/Training CELDT \$3,000 Bilingual Paraprofessional General Fund \$47,000 Title 1
Maintain Small class size	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher General Fund \$85,000
Adopt and implement SIPP's intervention curriculum school-wide	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide Targeted ELL support	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Implement "Marin City Reads" reading incentive program	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: The District will be meeting and providing additional services District wide by providing counseling, health services, tutoring and athletic services beyond the regular school day/programs.	School-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	District Wide Counseling /Tutoring /Health Services /Community Based Services Note: \$150K above target amount General Fund \$150,000 MCF grants
Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: The District will be providing additional teaching support to maintain small classroom in order to better serve the students population.	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teaching Staff: Note: We are able to target our whole student population which consists of over 90% free reduced/Ell/etc and needs the additional support General Fund \$100,000
Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Safety/Facilities	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Safety/Facilities General Fund \$200,000 Facilities

		Other Subgroups: (Specify)		
LCAP Year 3:				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Increase student proficiency in math as measured by SIBA, ALEKS, MDTP and SBAC		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>
			COE only: 9 _ 10 _ Local : Specify
Identified Need :	70% proficient on SIBA in grades 3-5 100% move up one grade level on ALEKS (6-8 grade) 60% pre-algebra readiness on MDTP (6th grade) SIBA, ALEKS, MDTP, SBAC		
Goal Applies to:	Schools: All		
	Applicable Pupil	All	
	Subgroups:		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	75% ProficientSIBA (3-5 grade) 90% move up one-level (3-5) 100% move up one level on ALEKS (6-8 grade) 70% pre-algebra readiness on MDTP (6th grade) 65% algebra readiness on MDTP (8th grade) 70% proficient on SBAC		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain small class sizes	School-Wide	All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Teaching/Professional Expert General Fund \$85,000 Aleks ~ Student Assessment Tool General Fund \$4,500 Lottery

		Other Subgroups: (Specify)	
Personalize math instruction through the use of technology	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	85% Proficient SIBA (3-5 grade) 95% move up one-level (3-5) 100% move up one level on ALEKS (6-8 grade) 80% pre-algebra readiness on MDTP (6th grade) 70% algebra readiness on MDTP (8th grade) 80% proficient SBAC		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain small class sizes	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teaching/Professional Expert General Fund \$85,000 Aleks ~ Student Assessment Tool General Fund \$4,500 Lottery
Personalize math instruction through the use of technology	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 3:			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Increase parent involvement during the school day and at school events		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	70% of parents will attend one or more school events and volunteer at least one-hour Parent sign-in sheets at family nights, open house and other parent education events		
Goal Applies to:	Schools: <input type="checkbox"/> All Applicable Pupil Subgroups: <input type="checkbox"/> All		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	90% of parents will attend one or more school events and volunteer at least one-hour		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent involvement; School climate Increase parent participation in the education of our students	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Aides/Noon Duty Aides General Fund \$30,000 Parent Liasion Pre K to 3 Grant Parent Aides/Noon Duty Aides: \$30,000 Funding Source: General Fund Parent Liasion: \$13,000 Funding Source: Pre K to 3 Grant Parent Aides/Noon Duty Aides: \$30,000 Funding Source: General Fund Parent Liasion: \$13,000 Funding Source: Pre K to 3 Grant
Development of Full Service Community Based programs	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Provide school-wide cultural and educational activities	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide academic-content specific parent education nights	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	100% of parents will attend one or more school events and volunteer at least one-hour		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent involvement; School climate Increase parent participation in the education of our students	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Aides/Noon Duty Aides General Fund \$30,000 Parent Liasion Pre K to 3 Grant Parent Aides/Noon Duty Aides: \$30,000 Funding Source: General Fund Parent Liasion: \$13,000 Funding Source: Pre K to 3 Grant Parent Aides/Noon Duty Aides: \$30,000 Funding Source: General Fund Parent Liasion: \$13,000 Funding Source: Pre K to 3 Grant
Development of Full Service Community Based programs	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide school-wide cultural and educational activities	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide academic-content specific parent education nights	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 3:			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Increase student attendance rates		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Identified Need :	92.5% actual attendance rate Review of actual attendance rates. in the 12-13 school year, 2.93% of our students were classified as chronic truants.			
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All			
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	95% actual attendance rate			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Provide positive student attendance rewards and recognition	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Community Liason General Fund \$72,000 Title 1 School Site Secretary/Assistant General Fund \$35,000	
Partner with Marin Housing Authority to improve attendance rates	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		

		(Specify)	
Utilize parent/community liaisons and school counselor to effectively identify and work with parents and students of eliminating factors that affect student attendance.	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Nutrition/Cafeteria General Fund \$70,000 Custodial Staff/Supplies General Fund \$50,000 Maintenance Staff/Supplies General Fund \$50,000
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	96% actual attendance rate		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide positive student attendance rewards and recognition	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Community Liasion General Fund \$74,000 Title 1 School Site Secretary/Assistant General Fund \$35,000
Partner with Marin Housing Authority to improve attendance rates	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Utilize parent/community liaisons and school counselor to effectively identify and work with parents and students of eliminating factors that affect student attendance.	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Nutrition/Cafeteria General Fund \$70,000 Custodial Staff/Supplies General Fund \$50,000

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintenance Staff/Supplies General Fund \$50,000
LCAP Year 3:			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Parents and students will feel safe at and connected to the school		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	60% of students and parents report that the school is safe 60% of student report that they feel they belong at school Parent and student surveys. Suspension and expulsion rate data. In 12 - 13, the District suspension rate (Students Suspended and Students Expelled divided by Cumulative Enrollment) multiplied by 100 was 10.5 and the student expulsion rate was 0.2 There were no middle school dropouts reported.		
Goal Applies to:	Schools: All Applicable Pupil All Subgroups:		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	80% of parents and students report feeling safe at school 80% of students report that they feel they belong at school		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Comprehensive school counseling services will be provided		All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Full Time Counselor \$113,000 Title 1
Students will be recognized for positive actions on a regular basis at school assemblies	School-Wide	All OR: Low Income pupils English Learners	Assemblies /Parent /Community Events General Fund \$5,000 Title 1

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	MCF grants
Develop and implement a school-wide character education and discipline program	School-Wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide opportunities for students to take on and display leadership skills throughout the school	School-Wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Student Council Stipends/Supplies General Fund \$3,000
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	90% of parents and students report feeling safe at school 90% of students report that they feel they belong at school		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Comprehensive school counseling services will be provided		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Full Time Counselor \$113,000 Title 1

		(Specify)	
Students will be recognized for positive actions on a regular basis at school assemblies	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Assemblies /Parent /Community Events General Fund \$5,000 Title 1 MCF grants
Develop and implement a school-wide character education and discipline program	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide opportunities for students to take on and display leadership skills throughout the school	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Studen Council Stipends/Supplies General Fund \$3,000
LCAP Year 3:			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	All students will have access to courses taught by appropriately credentialed - high quality instructors using relevant high quality measures.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	All Students have access to courses taught by appropriately credentialed high quality instructors using relevant high quality materials All teachers will be properly credentialed All students will have access to high quality instructional materials		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	All teachers will be appropriately credentialed All students will have access to high quality instructional materials		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop curriculum maps for student success	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Staff General Fund \$350,000 Staff/Paraprofessional 2000-2999: Classified Personnel Salaries General Fund \$120,000
Provide high caliber staff development opportunities for staff around elevated site level goals	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

		Other Subgroups: (Specify)	
Provide each student with a properly credentialed and trained teacher	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide high quality instructional materials to students that support acquisition of skills and knowledge around the common core	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Materials General Fund \$30,000 Lottery Title 1 Librarian General Fund \$25,000
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	All teachers will be appropriately credentialed All students will have access to high quality instructional materials		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop curriculum maps for student success	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Staff General Fund \$350,000 Staff/Paraprofessional 2000-2999: Classified Personnel Salaries General Fund \$120,000

Provide high caliber staff development opportunities for staff around elevated site level goals	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide each student with a properly credentialed and trained teacher	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide high quality instructional materials to students that support acquisition of skills and knowledge around the common core	School-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Materials General Fund \$30,000 Lottery Title 1 Librarian General Fund \$27,000
LCAP Year 3:			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3:				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 8:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3:				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 9:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3:				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 10:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
	Identified Need :			
	Goal Applies to: Schools: _____			
	Applicable Pupil Subgroups: _____			
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3:				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Our students will have stellar, appropriate and varied communication and language skills		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	75% proficient, 85% of non-proficient move up one level 85% 'core' on DiBELS 70% proficient SBAC	Actual Annual Measurable Outcomes:		
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Continue to support and implement GLAD training	Professional Development/Training CELDT \$3,000 Bilingual Paraprofessional General Fund \$42,000 Title 1			
Scope of Service	School-Wide	Scope of Service		
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Maintain Small class size	Teacher General Fund			

Scope of Service	School-Wide		Scope of Service		
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Adopt and implement SIPP intervention curriculum school-wide					
Scope of Service	School-Wide		Scope of Service		
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Provide Targeted ELL support					
Scope of Service	School-Wide		Scope of Service		
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Implement "Marin City Reads" reading incentive program					

Scope of Service	School-Wide		Scope of Service		
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: The District will be meeting and providing additional services District wide by providing counseling, health services, tutoring and athletic services beyond the regular school day/programs.		District Wide Counseling /Tutoring /Health Services /Community Based Services Note: \$150K above target amount General Fund \$150,000 MCF grants			
Scope of Service	School-Wide		Scope of Service		
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: The District will be providing additional teaching support to maintain small classroom in order to better serve the students population.		Teaching Staff: Note: We are able to target our whole student population which consists of over 90% free reduced/Ell/etc and needs the additional support General Fund \$100,000			
Scope of Service	School-Wide		Scope of Service		

<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Safety/Facilities	Safety/Facilities General Fund \$200,000 Facilities						
<table border="1"> <tr> <td>Scope of Service</td> <td>School-Wide</td> </tr> </table>	Scope of Service	School-Wide		<table border="1"> <tr> <td>Scope of Service</td> <td></td> </tr> </table>	Scope of Service		
Scope of Service	School-Wide						
Scope of Service							
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?							

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Increase student proficiency in math as measured by SIBA, ALEKS, MDTP and SBAC		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All	-----		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	70% Proficient SIBA (3-5 grade) 85% move up one-level (3-5) 100% move up one level on ALEKS (6-8 grade) 60% pre-algebra readiness on MDTP (6th grade) 60% algebra readiness on MDTP (8th grade)		Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Maintain small class sizes	Teaching/Professional Expert General Fund \$100,000 Aleks ~ Student Assessment Tool General Fund \$4,500 Lottery			
Scope of Service	School-Wide	Scope of Service		
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth		

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Personalize math instruction through the use of technology					
Scope of Service	School-Wide		Scope of Service		
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Increase parent involvement during the school day and at school events		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	80% of parents will attend one or more school events and volunteer at least one-hour		Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures			Estimated Actual Annual Expenditures	
Parent involvement; School climate Increase parent participation in the education of our students Parent Aides/Noon Duty Aides General Fund \$30,000 Parent Liasion Pre K to 3 Grant Parent Aides/Noon Duty Aides: \$30,000 Funding Source: General Fund Parent Liasion: \$13,000 Funding Source: Pre K to 3 Grant Parent Aides/Noon Duty Aides: \$30,000 Funding Source: General Fund Parent Liasion: \$13,000 Funding Source: Pre K to 3 Grant				
Scope of Service	School-Wide		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Development of Full Service Community Based programs			
Scope of Service LEA-Wide		Scope of Service	
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide school-wide cultural and educational activities			
Scope of Service School-Wide		Scope of Service	
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide academic-content specific parent education nights			
Scope of Service School-Wide		Scope of Service	
_ All ----- OR: _ Low Income pupils		_ All ----- OR: _ Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Increase student attendance rates		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All	-----		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	94% actual attendance rate		Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide positive student attendance rewards and recognition	Community Liasion General Fund \$70,000 Title 1 School Site Secretary/Assistant General Fund \$35,000			
Scope of Service	School-Wide	Scope of Service		
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Partner with Marin Housing Authority to improve attendance rates				

Scope of Service	School-Wide		Scope of Service		
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Utilize parent/community liaisons and school counselor to effectively identify and work with parents and students of eliminating factors that affect student attendance.		Nutrition/Cafeteria General Fund \$70,000 Custodial Staff/Supplies General Fund \$50,000 Maintenance Staff/Supplies General Fund \$50,000			
Scope of Service	School-Wide		Scope of Service		
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	Parents and students will feel safe at and connected to the school		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: <input checked="" type="checkbox"/> All	-----		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	70% of parents and students report feeling safe at school 70% of students report that they feel they belong at school		Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Comprehensive school counseling services will be provided	Full Time Counselor \$113,000 Title 1			
Scope of Service		Scope of Service		
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Students will be recognized for positive actions on a regular basis at school assemblies	Assemblies /Parent /Community Events General Fund \$5,000 Title 1			

		MCF grants			
Scope of Service	School-Wide		Scope of Service		
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Develop and implement a school-wide character education and discipline program					
Scope of Service	School-Wide		Scope of Service		
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Provide opportunities for students to take on and display leadership skills throughout the school		Student Council Stipends/Supplies General Fund \$3,000			
Scope of Service	School-Wide		Scope of Service		
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient			_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

_ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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Original GOAL 6 from prior year LCAP:	All students will have access to courses taught by appropriately credentialed - high quality instructors using relevant high quality measures.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	All teachers will be appropriately credentialed All students will have access to high quality instructional materials		Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Develop curriculum maps for student success	Certificated Staff General Fund \$350,000 Staff/Paraprofessional 2000-2999: Classified Personnel Salaries General Fund \$120,000			
Scope of Service	School-Wide	Scope of Service		
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Provide high caliber staff development opportunities for staff around elevated site level goals				

Scope of Service	School-Wide		Scope of Service		
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Provide each student with a properly credentialed and trained teacher					
Scope of Service	School-Wide		Scope of Service		
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Provide high quality instructional materials to students that support acquisition of skills and knowledge around the common core		Instructional Materials General Fund \$30,000 Lottery Title 1 Librarian General Fund \$23,000			
Scope of Service	School-Wide		Scope of Service		
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		

_ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 9 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 80%;"></td> <td style="width: 20%; text-align: center;">%</td> </tr> </table>		%	
	%		

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	1,435,500.00		1,512,500.00	1,518,500.00	0.00	3,031,000.00
CELDT	3,000.00		3,000.00	3,000.00	0.00	6,000.00
General Fund	1,432,500.00		1,509,500.00	1,515,500.00	0.00	3,025,000.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	120,000.00		120,000.00	120,000.00	0.00	240,000.00
2000-2999: Classified Personnel Salaries	120,000.00		120,000.00	120,000.00	0.00	240,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	120,000.00		120,000.00	120,000.00	0.00	240,000.00
2000-2999: Classified Personnel Salaries	General Fund	120,000.00		120,000.00	120,000.00	0.00	240,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

01-13-15 [California Department of Education]

Sausalito Marin City School District

Agenda Item: 9.03

Date: May 26, 2015

<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	

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

Item: 2015-2016 Budget Reserve Documentation

Background:

On June 20, 2014, the Governor signed into law SB 858 (Committee on Budget and Fiscal Review, Chapter 32, Statutes of 2014), the education budget trailer bill. The bill requires that District's document and report the substantiation need for reserves greater than the state required minimum serve for economic uncertainty

School district reserve levels, as well as their fund balances, are determined by governing boards to meet local priorities and allow districts to save for potential future expected and unexpected expenditures and for eventual economic downturns; and community funded schools (Basic Aid Districts) receive funds only twice a year and must rely on adequate reserves to manage cash flow for normal daily operations and for future purchases and unforeseen events. The statutory minimum for school district reserves for economic uncertainties ranges from 1 to 5 percent, depending on district enrollment, and covers between one to five weeks of payroll, or less than 20 days of total cash flow. Prudent budgeting raises expectations for school districts to establish and maintain reserves above the statutory minimum.

The governing board of the Sausalito Marin City School District currently maintains a reserve of approximately 16% for purposes of raising special education costs, continued funding of ongoing operational costs, a major textbook adoptions, deferred maintenance/HVAC/electrical needs, to meet cash flow needs to allow the district to make payroll etc. during the next economic downturn and when the revenues from Proposition 30 begin to sunset, to maintain an acceptable credit rating, etc.

Fiscal Impact:

Recommendation:

This item is for discussion and public input purposes only.

Prepared for: Steve Van Zant

Prepared by: P. Rigney

Substantiation of need for reserves greater than the state required minimum reserve for economic uncertainty

District: Sausalito Marin City School District

CDS #: 21-65474

The governing board of a school district that proposes to adopt a budget that includes a combined assigned and unassigned ending fund balance in excess of the minimum recommended reserve for economic uncertainties, shall, at the Budget Adoption public hearing, provide:

The minimum recommended reserve for economic uncertainties;

The combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve for economic uncertainties for each fiscal year identified in the budget; and

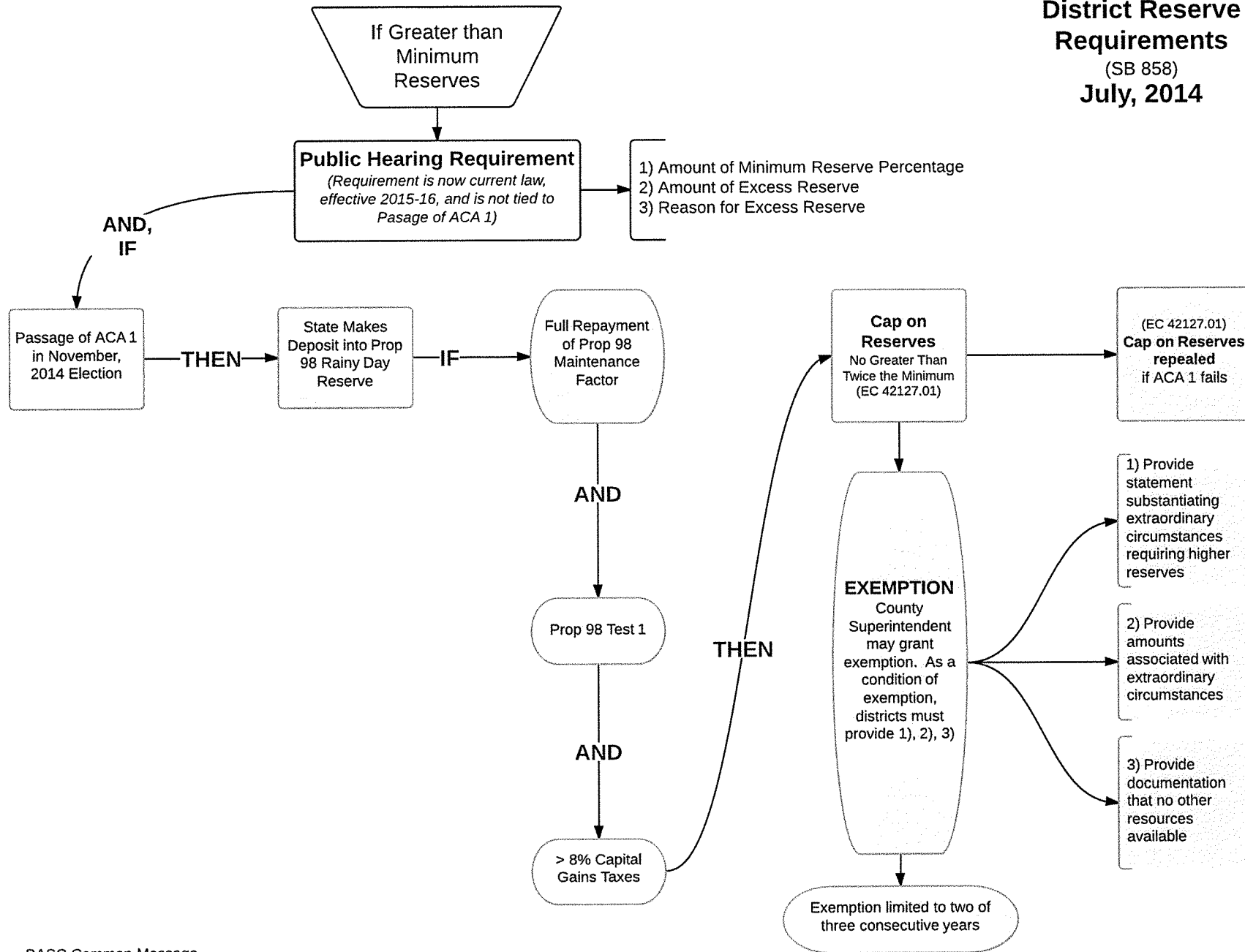
A statement of reasons to substantiate the need for reserves that are higher than the minimum recommended reserve.

		2015-16
Total General Fund Expenditures & Other Uses		\$ 5,488,509
Minimum Reserve requirement	5%	\$ 274,425
General Fund Combined Ending Fund Balance		\$ 921,113
Special Reserve Fund Ending Fund Balance		\$ 172,644
Components of ending balance:		
Nonspendable (revolving, prepaid, etc.)		\$ 1,000
Restricted		\$ 203
Committed		\$ -
Assigned		\$ -
Reserve for economic uncertainties		\$ -
Unassigned and Unappropriated		\$ 1,093,756
Subtotal Assigned, Unassigned & Unappropriated		\$ 1,093,756
Total Components of ending balance		\$ 1,094,960
Assigned & Unassigned balances above the minimum reserve requirement		\$ 819,331

[illegible]

District Reserve Requirements

(SB 858)
July, 2014



Sausalito Marin City School District

Payment of Warrants

5/26, 2015

Attached warrants include:

Batch 39 Fund 01 in the amount of \$2,618.00

Batch 39 Fund 13 in the amount of \$3,563.20

Batch 39 Fund 78 in the amount of \$38,348.00

Batch 40 Fund 01 in the amount of \$59,125.00

Batch 40 Fund 13 in the amount of \$5,654.92

Batch 41 Fund 01 in the amount of \$37,426.14

Batch 41 Fund 13 in the amount of \$2,054.39

Batch 42 Fund 01 in the amount of \$210,350.47

Batch 42 Fund 13 in the amount of \$1,716.84

Batch 43 Fund 01 in the amount of \$63,426.93

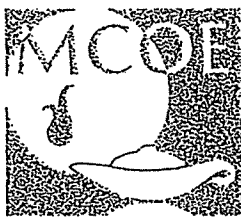
Batch 44 Fund 01 in the amount of \$5,349.88

Batch 44 Fund 13 in the amount of \$5,647.89

Batch 44 Fund 78 in the amount of \$16,195.06

Prepared by Vida Moattar

Sausalito Marin City School District Business Office



MARIN COUNTY

OFFICE OF EDUCATION

1111 LAS GALLINAS AVENUE/P.O. BOX 4925
SAN RAFAEL, CA 94913-4925
marincoe@marin.k12.ca.us

MARY JANE BURKE
MARIN COUNTY
SUPERINTENDENT OF SCHOOLS

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

VENDOR PAYMENT CERTIFICATION

Date 4/15/15

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 \$ 44,529.20.

<u>FUND NUMBER</u>	<u>BATCH NUMBER</u>	<u>AMOUNT</u>
<u>01</u>	<u>39</u>	<u>2618.00</u>
<u>13</u>	<u>39</u>	<u>3563.20</u>
<u>78</u>	<u>39</u>	<u>38,348.00</u>

Authorized Signature *Paula Bigney*

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0039 GENERAL FUND

FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
20088035	070358/	AT&T												
		PO-150003	1.	01-0000-0-5970.00-0000-2700-700-000-000									3/15	78.00
													WARRANT TOTAL	\$78.00
20088036	070711/	BRIGHT PATH THERAPISTS												
		PO-150049	1.	01-6500-0-5835.00-5770-1182-700-000-000									3216	1,190.00
													WARRANT TOTAL	\$1,190.00
20088037	070876/	GATEWAY LEARNING GROUP												
		PO-150129	1.	01-6500-0-5835.00-5770-1182-700-000-000									16223-4	1,350.00
													WARRANT TOTAL	\$1,350.00
*** FUND	TOTALS ***												TOTAL NUMBER OF WARRANTS:	3
													TOTAL AMOUNT OF WARRANTS:	\$2,618.00*

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0039 GENERAL FUND
FUND : 13 CAFETERIA 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
20088038	070892/	SHAUN DAYTON				
		PV-150421	13-5310-0-4700.00-0000-3700-700-000-000	Menu Planning Course, Reimb.		344.46
			WARRANT TOTAL			\$344.46
20088039	070827/	MARIN SUN FARMS				
		PV-150423	13-5310-0-4700.00-0000-3700-700-000-000	86771, 100768		1,101.51
			WARRANT TOTAL			\$1,101.51
20088040	070816/	UNFI				
		PV-150424	13-5310-0-4700.00-0000-3700-700-000-000	18551862, 18534370		1,486.73
			WARRANT TOTAL			\$1,486.73
20088041	070799/	VERITABLE VEGETABLE INC.				
		PV-150425	13-5310-0-4700.00-0000-3700-700-000-000	976427, 976911, 977570		630.50
			WARRANT TOTAL			\$630.50
*** FUND	TOTALS ***		TOTAL NUMBER OF WARRANTS: 4	TOTAL AMOUNT OF WARRANTS:		\$3,563.20*

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0039 GENERAL FUND
FUND : 78 PASS-THROUGH ~ REVENUES

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
20088042	002172/	WILLOW CREEK ACADEMY												
		PV-150422		78-0000-0-9620.00-0000-0000-000-000-000									March 2015 A Bulletins	38,348.00
													WARRANT TOTAL	\$38,348.00
*** FUND	TOTALS ***					TOTAL NUMBER OF WARRANTS:	1						TOTAL AMOUNT OF WARRANTS:	\$38,348.00*
*** BATCH	TOTALS ***					TOTAL NUMBER OF WARRANTS:	8						TOTAL AMOUNT OF WARRANTS:	\$44,529.20*
*** DISTRICT	TOTALS ***					TOTAL NUMBER OF WARRANTS:	8						TOTAL AMOUNT OF WARRANTS:	\$44,529.20*

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MARIN COUNTY

OFFICE OF EDUCATION

1111 LAS GALLINAS AVENUE/P.O. BOX 4925
SAN RAFAEL, CA 94913-4925
marincoe@marin.k12.ca.us

MARY JANE BURKE
MARIN COUNTY
SUPERINTENDENT OF SCHOOLS

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

VENDOR PAYMENT CERTIFICATION

Date 4/22/15

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 \$ 64,779.92.

FUND NUMBER

BATCH NUMBER

AMOUNT

01

40

59,125.00

13

40

5654.92

Authorized Signature

Paula Rigney

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0040 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
20088647	070374/	ANOVA INC.														
		PO-150053	2.	01	6500	0	5833	00	5750	1185	700	000	000		54667-8	10,340.00
															WARRANT TOTAL	\$10,340.00
20088648	070329/	AT&T CALNET 2														
		PO-150001	1.	01	0000	0	5970	00	0000	2700	700	000	000		4/15	608.24
															WARRANT TOTAL	\$608.24
20088649	070694/	JULIE AUSLANDER														
		PV-150434		01	3010	0	4300	00	1110	1010	700	000	000		Classrom Materials	61.03
															WARRANT TOTAL	\$61.03
20088650	070849/	SHENAZ AZAM														
		PV-150440		01	9472	0	5840	00	1110	1010	100	000	000		Pre K meeting	90.00
															WARRANT TOTAL	\$90.00
20088651	070730/	MAHEALANI BERNES														
		PV-150446		01	9472	0	5840	00	1110	1010	100	000	000		Pre K meeting, Berkeley event	200.00
															WARRANT TOTAL	\$200.00
20088652	070877/	BRAGG PLUMBING														
		PV-150436		01	8150	0	5600	00	0000	8110	735	000	000		WCA plumbiong repairs	348.66
															WARRANT TOTAL	\$348.66
20088653	070744/	CAAASA														
		PO-150128	1.	01	0000	0	5210	00	0000	7110	725	000	000		2015 Summit - Ida Times	550.00
															WARRANT TOTAL	\$550.00
20088654	070893/	MICHAEL CARDENAS HUAMAN														
		PV-150447		01	9472	0	5840	00	1110	1010	100	000	000		Pre K Meeting	90.00
															WARRANT TOTAL	\$90.00
20088655	070882/	MINIIMAH COOK														
		PV-150443		01	9472	0	5840	00	1110	1010	100	000	000		Pre K Meeting	90.00
															WARRANT TOTAL	\$90.00
20088656	070722/	CYPRESS SCHOOL														
		PO-150052	1.	01	6500	0	5833	00	5750	1185	700	000	000		33515, 32315	9,631.64

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0040 GENERAL FUND
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM									
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT

WARRANT TOTAL														\$9,631.64
20088657	070594/	DANNIS WOLIVER KELLY												
		PO-150057	1.	01-0000-0-5829.00-0000-7100-000-000-000									180189-91	6,300.00
WARRANT TOTAL														\$6,300.00
20088658	070894/	WILLIAM GROSS												
		PV-150448		01-9472-0-5840.00-1110-1010-100-000-000									Pre K Meeting	90.00
WARRANT TOTAL														\$90.00
20088659	070731/	ESSIE HARDY												
		PV-150439		01-9472-0-5840.00-1110-1010-100-000-000									Pre K Meeting	90.00
WARRANT TOTAL														\$90.00
20088660	070831/	ANA LUISA HERNANDEZ												
		PV-150444		01-9472-0-5840.00-1110-1010-100-000-000									Pre K meeting	90.00
WARRANT TOTAL														\$90.00
20088661	070829/	BETTY HILL												
		PV-150442		01-9472-0-5840.00-1110-1010-100-000-000									Pre K meeting	90.00
WARRANT TOTAL														\$90.00
20088662	000904/	JACKSON'S												
		PO-150021	1.	01-8150-0-4300.00-0000-8100-735-000-000									2628984	18.52
WARRANT TOTAL														\$18.52
20088663	070386/	KEYGENT LLC												
		PV-150428		01-0000-0-5840.00-0000-7200-725-000-000									21-65474-02015-01	2,000.00
WARRANT TOTAL														\$2,000.00
20088664	002345/	KONE INC.												
		PO-150006	1.	01-8150-0-5600.00-0000-8110-735-000-000									4/15	125.82
WARRANT TOTAL														\$125.82
20088665	070889/	L J CONSTRUCTION												
		PV-150426		01-8150-0-5600.00-0000-8110-735-000-000									2820	3,065.00
WARRANT TOTAL														\$3,065.00

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0040 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
20088666	070501/	MARIN HEAD START				
		PO-150101 1. 01-9472-0-5840.00-0000-2495-100-000-000		81628		5,099.74
		WARRANT TOTAL				\$5,099.74
20088667	000047/	MARIN MUNICIPAL WATER DST				
		PO-150135 1. 01-0000-0-5535.00-0000-8200-000-000-000		2-4/15		4,409.90
		WARRANT TOTAL				\$4,409.90
20088668	002632/	MARKET ENGINEERING				
		PV-150435 01-8150-0-5600.00-0000-8110-735-000-000		57800		119.00
		WARRANT TOTAL				\$119.00
20088669	070447/	MAXIM HEALTHCARE SERVICES				
		PO-150048 1. 01-6500-0-5835.00-5770-1182-700-000-000		4/15		4,237.50
		WARRANT TOTAL				\$4,237.50
20088670	000548/	MOLLIE STONE'S				
		PV-150429 01-0000-0-4300.00-0000-7110-725-000-000		106316, 104166		92.41
		WARRANT TOTAL				\$92.41
20088671	070878/	NORTH BAY RESTAURANT SERVICES				
		PV-150431 01-8150-0-5600.00-0000-8110-735-000-000		156943		210.00
		WARRANT TOTAL				\$210.00
20088672	070832/	MAURINE PHILLIPS				
		PV-150445 01-9472-0-5840.00-1110-1010-100-000-000		Pre K meeting		90.00
		WARRANT TOTAL				\$90.00
20088673	070830/	DYEANN REEVES				
		PV-150441 01-9472-0-5840.00-1110-1010-100-000-000		Pre K meeting		90.00
		WARRANT TOTAL				\$90.00
20088674	070384/	FLORA SANCHEZ				
		PV-150438 01-0000-0-5230.00-0000-2700-700-000-000		4/15 Mileage		102.47
		WARRANT TOTAL				\$102.47
20088675	070789/	SCHOOL FACILITY CONSULTANTS				
		PV-150433 01-8150-0-5600.00-0000-8110-735-000-000		8181		135.00

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0040 GENERAL FUND

FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT									
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT	

WARRANT TOTAL														\$135.00	
20088676	001341/	SONOMA COUNTY OFFICE OF ED.													
	PO-150122	1.	01	0000	0	5210.00-0000-7300-725-000-000							3008, 3017	50.00	
WARRANT TOTAL														\$50.00	
20088677	070879/	SUNNY HILLS SERVICES													
	PO-150117	1.	01	6500	0	5833.00-5750-1185-700-000-000							3/15 Compton	4,497.20	
WARRANT TOTAL														\$4,497.20	
20088678	070723/	DENISE SUTO													
	PV-150437		01	0000	0	4300.00-1420-4100-700-000-000							Eco Top Chef Event Reimb.	145.00	
WARRANT TOTAL														\$145.00	
20088679	070804/	US BANK CORP. TRUST SERVICES													
	PV-150427		01	0000	0	5300.00-0000-7110-725-000-000							3935905	1,500.00	
WARRANT TOTAL														\$1,500.00	
20088680	070895/	CAROLINE VAN ALST													
	PV-150432		01	0000	0	5210.00-0000-7110-725-000-000							Board event attendance reimb.	30.00	
WARRANT TOTAL														\$30.00	
20088681	070891/	WESTERN REHAB													
	PO-150149	1.	01	3310	0	4300.00-5770-1110-700-000-000							18578	4,437.87	
WARRANT TOTAL														\$4,437.87	
*** FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS: 35												TOTAL AMOUNT OF WARRANTS:	\$59,125.00*

APY250 H.02.09

Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 04/24/2015

04/23/15 PAGE 45

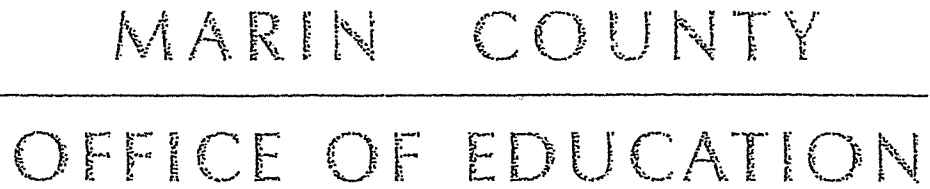
DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0040 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	AMOUNT
20088682	070792/	TEENS TURNING GREEN												
		PV-150430					13-5310-0-4700.00-0000-3700-700-000-000						Food & Labor 3/15	2,114.42
							13-5310-0-5849.00-0000-3700-700-000-000						Food & Labor 3/15	3,540.50
							WARRANT TOTAL							\$5,654.92
*** FUND	TOTALS ***						TOTAL NUMBER OF WARRANTS:	1					TOTAL AMOUNT OF WARRANTS:	\$5,654.92*
*** BATCH	TOTALS ***						TOTAL NUMBER OF WARRANTS:	36					TOTAL AMOUNT OF WARRANTS:	\$64,779.92*
*** DISTRICT	TOTALS ***						TOTAL NUMBER OF WARRANTS:	36					TOTAL AMOUNT OF WARRANTS:	\$64,779.92*

Printed: 04/24/2015 10:45:22



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

Date 4/29/15

District No. 47

[illegible]

Paula Rignay

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0041 GENERAL FUND
FUND : 01 GENERAL FUND

JANT	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		
20089388	070873/	ADVANCED SECURITY SYSTEMS				
		PO-150108	2. 01-0000-0-5840.00-0000-8300-103-000-000	5/15		165.00
			WARRANT TOTAL			\$165.00
20089389	002896/	ARMOR LOCKSMITH				
		PV-150455	01-8150-0-5600.00-0000-8110-735-000-000	46894		243.91
			WARRANT TOTAL			\$243.91
20089390	000192/	AT&T				
		PO-150002	1. 01-0000-0-5970.00-0000-2700-000-000-000	4/15		568.16
		PV-150449	01-0000-0-5970.00-0000-2700-000-000-000	Balance of 4/15		788.00
			WARRANT TOTAL			\$1,356.16
20089391	070513/	BOYS AND GIRLS CLUB				
		PO-150022	2. 01-9479-0-5840.00-1110-1010-101-000-000	SMCD 05-2015		7,965.00
			WARRANT TOTAL			\$7,965.00
20089392	070711/	BRIGHT PATH THERAPISTS				
		PV-150450	01-6500-0-5835.00-5770-1182-700-000-000	3259		474.26
			WARRANT TOTAL			\$474.26
20089393	070890/	COMMUNITY PRODUCTS LLC				
		PO-150151	1. 01-9472-0-4300.00-1110-1010-100-000-000	115VY-1		1,261.86
			WARRANT TOTAL			\$1,261.86
20089394	070263/	FEDEX				
		PV-150452	01-0000-0-5960.00-0000-2700-700-000-000	5-012-24985		50.87
			WARRANT TOTAL			\$50.87
20089395	002601/	FIRST STUDENT INC.				
		PO-150150	1. 01-9479-0-5819.00-1110-1010-101-000-000	80093481		569.70
			WARRANT TOTAL			\$569.70
20089396	070026/	ELLEN FRANZ				
		PV-150451	01-3010-0-4300.00-1110-1010-700-000-000	Art Materials		98.71
			WARRANT TOTAL			\$98.71

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0041 GENERAL FUND

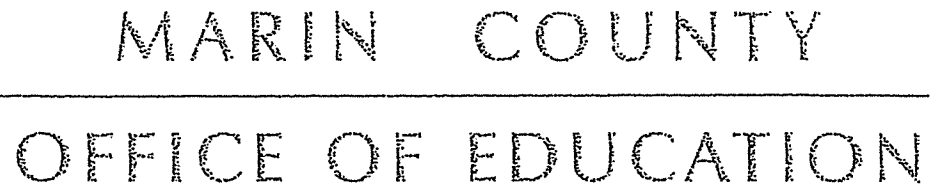
FUND : 01 GENERAL FUND

JANT	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		
20089397	000701/	HYDREX PEST CONTROL				
		PO-150014	1. 01-0000-0-5525.00-0000-8200-000-000-000	4/15		235.00
			WARRANT TOTAL			\$235.00
20089398	000039/	KAISER FOUNDATION				
		PV-150453	01-0000-0-9520.00-0000-0000-000-000-000	16734-0001		11,922.77
			01-0000-0-9520.00-0000-0000-000-000-000	578-0002		10,142.45
			WARRANT TOTAL			\$22,065.22
20089399	070885/	MOVING FORWARD INSTITUTE				
		PO-150131	1. 01-4035-0-4300.00-1110-1010-700-000-000	Ed. Materials		824.00
			WARRANT TOTAL			\$824.00
20089400	070222/	PROTECTION ONE				
		PO-150005	1. 01-0000-0-5840.00-0000-8300-100-000-000	5/15		76.00
			2. 01-0000-0-5840.00-0000-8300-101-000-000	5/15		663.11
			3. 01-0000-0-5840.00-0000-8300-103-000-000	5/15		103.29
			WARRANT TOTAL			\$842.40
2	401 001206/	SHELL OIL CO.				
		PV-150456	01-0000-0-4301.00-0000-8110-735-000-000	4/15		120.00
			WARRANT TOTAL			\$120.00
20089402	070200/	STANDARD INSURANCE COMPANY CB				
		PV-150454	01-0000-0-9520.00-0000-0000-000-000-000	5/15		472.30
			01-0000-0-9520.00-0000-0000-000-000-000	5/15		156.75
			WARRANT TOTAL			\$629.05
20089403	070555/	KEITH WILLIAMS				
		PO-150139	1. 01-9472-0-5840.00-1110-1010-100-000-000	4/5-15		525.00
			WARRANT TOTAL			\$525.00
*** FUND	TOTALS ***		TOTAL NUMBER OF WARRANTS: 16	TOTAL AMOUNT OF WARRANTS:		\$37,426.14*

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0041 GENERAL FUND
FUND : 13 CAFETERIA FUND

ANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
20089404	070827/	MARIN SUN FARMS				
		PV-150459	13-5310-0-4700.00-0000-3700-700-000-000	100358		570.79
			WARRANT TOTAL			\$570.79
20089405	070816/	UNFI				
		PV-150458	13-5310-0-4700.00-0000-3700-700-000-000	18584778, 18584494, CM12120424		1,008.60
			WARRANT TOTAL			\$1,008.60
20089406	070799/	VERITABLE VEGETABLE INC.				
		PV-150457	13-5310-0-4700.00-0000-3700-700-000-000	980114, 981779		475.00
			WARRANT TOTAL			\$475.00
*** FUND	TOTALS ***		TOTAL NUMBER OF WARRANTS: 3	TOTAL AMOUNT OF WARRANTS:		\$2,054.39*
*** BATCH	TOTALS ***		TOTAL NUMBER OF WARRANTS: 19	TOTAL AMOUNT OF WARRANTS:		\$39,480.53*
*** DISTRICT	TOTALS ***		TOTAL NUMBER OF WARRANTS: 19	TOTAL AMOUNT OF WARRANTS:		\$39,480.53*

Printed: 05/01/2015 12:01:51



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

VENDOR PAYMENT CERTIFICATION

Date 5/6/15

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 \$ 212,067.31.

$$\begin{array}{r} 210,350.47 \\ 1,716.84 \\ \hline \end{array}$$

Authorized Signature

Paula Rigney

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0042 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		
20090086	000609/	AMERICAN EXPRESS				
		PV-150464	01-0000-0-4300.00-0000-7200-725-000-000	MOT staff appreciation	98.20	
			01-3010-0-4300.00-1110-1010-700-000-000	School nurse supplies	335.24	
			01-7090-0-4400.00-1110-1010-000-000-111	Security cameras	1,185.98	
			01-8150-0-4300.00-0000-8100-735-000-000	Janitorial supplies	175.91	
			WARRANT TOTAL		\$1,795.33	
20090087	070329/	AT&T CALNET 2				
		PO-150001	1. 01-0000-0-5970.00-0000-2700-700-000-000	4/15	353.46	
			WARRANT TOTAL		\$353.46	
20090088	070726/	BANTABA DANCE ENSEMBLE				
		PO-150104	1. 01-9472-0-5840.00-1110-1010-100-000-000	4/15	300.00	
			WARRANT TOTAL		\$300.00	
20090089	000006/	BAY CITIES REFUSE INC				
		PO-150004	1. 01-0000-0-5550.00-0000-8200-000-000-000	5/15	669.55	
			WARRANT TOTAL		\$669.55	
090	070730/	MAHEALANI BERNES				
		PV-150461	01-9472-0-4300.00-1110-1010-000-000-111	Pre K classroom supplies	109.50	
			WARRANT TOTAL		\$109.50	
20090091	070132/	CAPITAL ONE COMMERCIAL				
		PV-150463	01-0000-0-4300.00-0000-7110-725-000-000	Board supplies	58.57	
			WARRANT TOTAL		\$58.57	
20090092	070784/	PALOMA COLLIER				
		PV-150460	01-9471-0-4300.00-1110-1010-700-000-000	Nutrition & wellness Program	265.18	
			01-9471-0-5800.00-1110-1010-700-000-000	Nutrition & wellness Program	1,870.00	
			WARRANT TOTAL		\$2,135.18	
20090093	070841/	ECOLAB				
		PV-150466	01-8150-0-5600.00-0000-8110-735-000-000	8181273	200.89	
			WARRANT TOTAL		\$200.89	

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

COMMERCIAL WARRANT REGISTER

FOR WARRANTS DATED 05/08/2015

BATCH: 0042 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		
20090094	070263/	FEDEX				
		PV-150465	01-0000-0-5960.00-0000-2700-700-000-000	5-019-33265		24.60
			WARRANT TOTAL			\$24.60
20090095	000023/	GOODMAN BUILDING SUPPLY CO.				
		PO-150008	1. 01-8150-0-4300.00-0000-8100-735-000-000	Due 5/11/15		182.77
			WARRANT TOTAL			\$182.77
20090096	001704/	HOME DEPOT				
		PV-150467	01-8150-0-4300.00-0000-8100-735-000-000	Maintenance supplies		128.15
			WARRANT TOTAL			\$128.15
20090097	000904/	JACKSON'S				
		PO-150021	1. 01-8150-0-4300.00-0000-8100-735-000-000	2628661		28.66
			WARRANT TOTAL			\$28.66
20090098	070888/	VINCENT LARS				
		PO-150144	1. 01-9479-0-5840.00-1110-1010-101-000-000	4/15		1,700.00
			WARRANT TOTAL			\$1,700.00
20090099	000045/	MARIN COUNTY OFFICE OF EDUC				
		PO-150106	1. 01-4035-0-5240.00-1110-1010-700-000-000	150843		100.00
			WARRANT TOTAL			\$100.00
20090100	000058/	P G & E CO				
		PO-150000	1. 01-0000-0-5510.00-0000-8200-000-000-000	4/15		4,892.42
			WARRANT TOTAL			\$4,892.42
20090101	000990/	QUILL CORP.				
		PO-150153	1. 01-3010-0-4300.00-1110-1010-700-000-000	3691068		334.67
		PO-150154	1. 01-3010-0-4300.00-1110-1010-700-000-000	3732992, 3735037		711.15
			WARRANT TOTAL			\$1,045.82
20090102	070406/	SILYCO				
		PO-150017	1. 01-0000-0-5849.00-0000-2420-700-000-000	APR2015		9,600.00
			WARRANT TOTAL			\$9,600.00

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0042 GENERAL FUND

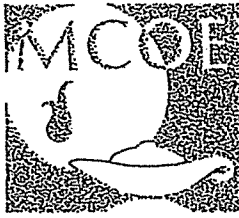
FUND : 01 GENERAL FUND

JANT	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		
20090103	070580/	TRAHAN MECHANICAL				
		PV-150462	01-8150-0-5600.00-0000-8110-735-000-000	16199, 16201		765.50
			WARRANT TOTAL			\$765.50
20090104	070759/	VERIZON WIRELESS				
		PO-150013	1. 01-0000-0-5970.00-0000-2700-700-000-000	4/15		266.07
			WARRANT TOTAL			\$266.07
20090105	002172/	WILLOW CREEK ACADEMY				
		PV-150468	01-0000-0-8096.00-0000-9200-103-000-000	May 2015 in lieu		185,994.00
			WARRANT TOTAL			\$185,994.00
*** FUND	TOTALS ***		TOTAL NUMBER OF WARRANTS: 20	TOTAL AMOUNT OF WARRANTS:		\$210,350.47*

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0042 GENERAL FUND
FUND : 13 CAFETERIA FUND

JANT	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		
20090106	070827/	MARIN SUN FARMS				
		PV-150470	13-5310-0-4700.00-0000-3700-700-000-000	100510, 101293		1,045.09
			WARRANT TOTAL			\$1,045.09
20090107	070799/	VERITABLE VEGETABLE INC.				
		PV-150469	13-5310-0-4700.00-0000-3700-700-000-000	982424, 983364, 984002		671.75
			WARRANT TOTAL			\$671.75
*** FUND	TOTALS ***		TOTAL NUMBER OF WARRANTS: 2	TOTAL AMOUNT OF WARRANTS:		\$1,716.84*
*** BATCH TOTALS ***			TOTAL NUMBER OF WARRANTS: 22	TOTAL AMOUNT OF WARRANTS:		\$212,067.31*
*** DISTRICT TOTALS ***			TOTAL NUMBER OF WARRANTS: 22	TOTAL AMOUNT OF WARRANTS:		\$212,067.31*

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MARIN COUNTY

OFFICE OF EDUCATION

1111 LAS GALLINAS AVENUE/P.O. BOX 4925
SAN RAFAEL, CA 94913-4925
marincoe@marin.k12.ca.us

MARY JANE BURKE
MARIN COUNTY
SUPERINTENDENT OF SCHOOLS

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

VENDOR PAYMENT CERTIFICATION

Date 5/13/15

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 \$ 63,426.93.

FUND NUMBER

BATCH NUMBER

AMOUNT

01

43

63,426.93

Authorized Signature

Paula Bigney

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0043 GENERAL FUND
FUND : 01 GENERAL FUND

ANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	
20091019	001811/	STATE OF CALIFORNIA												
		PV-150473		01-0000-0-5821.00-0000-7200-725-000-000									96384	64.00
				WARRANT TOTAL										\$64.00
20091020	070308/	CDW-G												
		PO-150156	1.	01-9472-0-4300.00-1110-1010-000-000-111									VF48955	1,044.88
				WARRANT TOTAL										\$1,044.88
20091021	001854/	COMMUNITY ACTION MARIN												
		PV-150471		01-9472-0-5840.00-1110-1010-100-000-000									TK Class	10,433.00
				WARRANT TOTAL										\$10,433.00
20091022	070722/	CYPRESS SCHOOL												
		PO-150052	1.	01-6500-0-5833.00-5750-1185-700-000-000									42315, 43515	7,573.33
				WARRANT TOTAL										\$7,573.33
20091023	002547/	DISCOVERY OFFICE SYSTEMS												
		PO-150011	1.	01-0000-0-5605.00-0000-7200-725-000-000									2-4/15	1,078.02
			2.	01-0000-0-5605.00-1110-1010-101-000-000									2-4/15	971.00
				WARRANT TOTAL										\$2,049.02
20091024	000700/	ELECTRIX												
		PV-150477		01-8150-0-5600.00-0000-8110-735-000-000									18544, 18551	1,389.78
				WARRANT TOTAL										\$1,389.78
20091025	070876/	GATEWAY LEARNING GROUP												
		PO-150129	1.	01-6500-0-5835.00-5770-1182-700-000-000									16274	540.00
				WARRANT TOTAL										\$540.00
20091026	070470/	MARIN RESOURCE RECOVERY CENTER												
		PO-150007	1.	01-0000-0-5550.00-0000-8200-000-000-000									4/15	140.00
				WARRANT TOTAL										\$140.00
20091027	070326/	MARIN SANITARY SERVICE												
		PO-150141	1.	01-0000-0-4300.00-0000-8211-735-000-000									4/15	800.00
				WARRANT TOTAL										\$800.00

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0043 GENERAL FUND
FUND : 01 GENERAL FUND

ANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
20091028	070868/	EMILY MATTO														
		PV-150476			01-4035-0-4300.00-1110-1010-700-000-000										MILEAGE REIMB	9.07
					WARRANT TOTAL											\$9.07
20091029	070447/	MAXIM HEALTHCARE SERVICES														
		PO-150048	1.		01-6500-0-5835.00-5770-1182-700-000-000									4/15		2,300.00
					WARRANT TOTAL											\$2,300.00
20091030	000548/	MOLLIE STONE'S														
		PV-150475			01-4035-0-4300.00-1110-1010-700-000-000									106324		24.92
					WARRANT TOTAL											\$24.92
20091031	000016/	OFFICE DEPOT														
		PO-150155	1.		01-3010-0-4300.00-1110-1010-700-000-000										TK Classroom supplies	374.90
			2.		01-9472-0-4300.00-1110-1010-000-000-111										TK Classroom supplies	396.64
					WARRANT TOTAL											\$771.54
20091032	002680/	STEPHEN ROATCH ACCOUNTANCY														
		PO-150018	1.		01-0000-0-5809.00-0000-7191-000-000-000										14-15 Audit Billing 1	1,750.00
					WARRANT TOTAL											\$1,750.00
20091033	070879/	SUNNY HILLS SERVICES														
		PO-150117	1.		01-6500-0-5833.00-5750-1185-700-000-000									4/15	Compton	3,200.50
					WARRANT TOTAL											\$3,200.50
20091034	070171/	TOWN OF TIBURON														
		PV-150472			01-0000-0-5210.00-0000-7150-725-000-000										MC United Dinner	220.00
					WARRANT TOTAL											\$220.00
20091035	070677/	LYDIA TUVESON														
		PO-150102	1.		01-6500-0-5835.00-5770-1182-700-000-000										09LT2014-15	526.50
					WARRANT TOTAL											\$526.50
20091036	070525/	US BANCORP EQUIP. FINANCE INC														
		PO-150012	2.		01-0000-0-5605.00-0000-7200-700-000-000									5/15		890.39
					WARRANT TOTAL											\$890.39

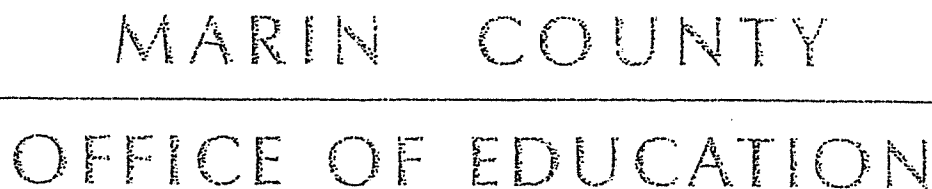
DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0043 GENERAL FUND

FUND : 01 GENERAL FUND

ANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
20091037	002172/	WILLOW CREEK ACADEMY												
		PV-150474				01-6010-0-7299.00-0000-9200-103-000-000							ASES costs	29,700.00
													WARRANT TOTAL	\$29,700.00
*** FUND	TOTALS ***					TOTAL NUMBER OF WARRANTS:	19						TOTAL AMOUNT OF WARRANTS:	\$63,426.93*
*** BATCH	TOTALS ***					TOTAL NUMBER OF WARRANTS:	19						TOTAL AMOUNT OF WARRANTS:	\$63,426.93*
*** DISTRICT	TOTALS ***					TOTAL NUMBER OF WARRANTS:	19						TOTAL AMOUNT OF WARRANTS:	\$63,426.93*

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

Date 5-20-15

District No. 47

The Governing Board of the District named hereon hereby authorizes and directs payment of vendor payments in the total of \$ 27,192.83.

: AMOUNT

5,349.88

5647.89

16, 195, 06

Authorized Signature

Paula Rigney

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0044 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
20091679	070374/	ANOVA INC.													
		PO-150053	1.	01-6500-0-5833.00-5750-1185-700-000-000									55090-1		470.00
		WARRANT TOTAL													\$470.00
20091680	070358/	AT&T													
		PO-150003	1.	01-0000-0-5970.00-0000-2700-700-000-000									4/15		78.04
		WARRANT TOTAL													\$78.04
20091681	070329/	AT&T CALNET 2													
		PO-150001	1.	01-0000-0-5970.00-0000-2700-700-000-000									4/15		610.54
		WARRANT TOTAL													\$610.54
20091682	070026/	ELLEN FRANZ													
		PV-150479		01-0000-0-9520.00-0000-0000-000-000-000									Refund of AF 13-14 benefits		1,337.47
		WARRANT TOTAL													\$1,337.47
20091683	002345/	KONE INC.													
		PO-150006	1.	01-8150-0-5600.00-0000-8110-735-000-000									5/15		125.82
		WARRANT TOTAL													\$125.82
20091684	000045/	MARIN COUNTY OFFICE OF EDUC													
		PO-150020	1.	01-0000-0-5940.00-0000-2700-700-000-000									150911		225.00
		WARRANT TOTAL													\$225.00
20091685	000182/	MARIN SCOPE													
		PV-150478		01-0000-0-4300.00-0000-7150-725-000-000									Budget Legal Notice		53.20
		WARRANT TOTAL													\$53.20
20091686	070447/	MAXIM HEALTHCARE SERVICES													
		PO-150048	1.	01-6500-0-5835.00-5770-1182-700-000-000									4/15		2,300.00
		WARRANT TOTAL													\$2,300.00
20091687	001726/	NANCY ANN FLOWERS AND GIFTS													
		PV-150480		01-0000-0-4300.00-0000-7110-725-000-000									171145		81.21
		WARRANT TOTAL													\$81.21
20091688	001981/	SHIRLEY THORNTON													
		PV-150481		01-9479-0-4300.00-1110-1010-101-000-000									Postage		68.60

APY250 H.02.09

Marin County Office of Education
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 05/22/2015

05/21/15 PAGE 42

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0044 GENERAL FUND

FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM										
	REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT

WARRANT TOTAL															\$68.60
*** FUND	TOTALS ***		TOTAL NUMBER OF WARRANTS: 10										TOTAL AMOUNT OF WARRANTS:		\$5,349.88*

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0044 GENERAL FUND
FUND : 13 CAFETERIA 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
20091689	070792/	TEENS TURNING GREEN				
		PV-150485	13-5310-0-4700.00-0000-3700-700-000-000		Food & labor	1,311.50
			13-5310-0-5849.00-0000-3700-700-000-000		Food & labor	1,773.92
			WARRANT TOTAL			\$3,085.42
20091690	070816/	UNFI				
		PV-150483	13-5310-0-4700.00-0000-3700-700-000-000		18599806, 18634315	2,065.72
			WARRANT TOTAL			\$2,065.72
20091691	070799/	VERITABLE VEGETABLE INC.				
		PV-150484	13-5310-0-4700.00-0000-3700-700-000-000		984989, 985636	496.75
			WARRANT TOTAL			\$496.75
*** FUND	TOTALS ***		TOTAL NUMBER OF WARRANTS:	3	TOTAL AMOUNT OF WARRANTS:	\$5,647.89*

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0044 GENERAL FUND

FUND : 78 PASS-THROUGH ~ REVENUES

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
20091692	002172/	WILLOW CREEK ACADEMY												
		PV-150482				78-0000-0-9620.00-0000-0000-000-000-000							April 2015 A Bulletins	16,195.06
													WARRANT TOTAL	\$16,195.06
*** FUND	TOTALS ***					TOTAL NUMBER OF WARRANTS:	1						TOTAL AMOUNT OF WARRANTS:	\$16,195.06*
*** BATCH TOTALS ***						TOTAL NUMBER OF WARRANTS:	14						TOTAL AMOUNT OF WARRANTS:	\$27,192.83*
*** DISTRICT TOTALS ***						TOTAL NUMBER OF WARRANTS:	14						TOTAL AMOUNT OF WARRANTS:	\$27,192.83*

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Field Trips

Dates: April 20, 2015
Destination: Precita Eyes Mural Arts Center
Teacher: Ms. Banks
Grade: K
Standards Supported: Art/Social Studies
Funding: Field Trip
Cost: \$ 146.00

Dates: April 27, 2015
Destination: Precita Eyes Mural Arts Center
Teacher: Ms. Banks/Ms. Thompson
Grade: TK/K
Standards Supported: Arts/Social Studies
Funding: Field Trip
Cost: \$ 78.00

Dates: May 8, 2015
Destination: Exploratorium
Teacher: Ms. Banks/Mrs. Thompson
Grade: TK/K
Standards Supported: Science
Funding: Field Trip
Cost: \$ 275.00

Dates: June 3, 2015
Destination: Sonoma Mission/Adobe House/General Vallejo House
Teacher: Ms. Cassidy/Mr. Haddad
Grade: 5th /4th
Standards Supported: History
Funding: Field Trip
Cost: \$ 740.00