

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

**BOARD OF TRUSTEES**

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

**SUPERINTENDENT**

Valerie Pitts, Ed.D.

**June 14, 2012**

**6:15 PM**

**Meeting Location: 200 Phillips Drive, Marin City**

**And**

**Trustee Karen Benjamin**

**Via Teleconference**

**1260 Norwell Court, Columbus, Ohio, 43220**

Discussion (D); Action (A)

**CALL TO ORDER 6:15 PM**

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

**RECONVENE TO OPEN SESSION 7:00 PM**

- 4. Announcement of Reportable Action Taken in Closed Session**
- 5. Pledge of Allegiance**
- 6. PERSONS WISHING TO ADDRESS THE BOARD PRIOR TO OPEN SESSION (D)**

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

Entire board packet on [www.sausalitomarincityschools.org](http://www.sausalitomarincityschools.org) under School Board

## **RACE AND ISOLATION**

- 7. Board Statement on Equity, Resolution #662 – First Reading (D)**

## **FACILITIES**

- 8. Town Hall for Community Input on Facilities Bond and Grade Level Structure (D)**  
Superintendent Valerie Pitts will present a proposal for facilities program and bond structure.

## **REPORTS**

- 9. Trustee Reports (D)**  
Members of the school board will report on activities and information they wish to share.  
The Board may request that items be agendaized and researched for presentation at future meetings.

- 10. Superintendent's Report**

- A. Principal's Report (D)
- B. Head of School's Report (D)

## **ENSURE THAT ALL STUDENTS WITHIN SMCSO REACH HIGH LEVELS OF ACHIEVEMENT**

- 11. Instructional Minutes and Bell Schedule 2012/2013 School Year (A)**

## **PROVIDE SAFE, HEALTHY, POSITIVE LEARNING ENVIRONMENTS**

- 12. District Health Services (D)**

## **MAINTAIN SOUND FISCAL DISCIPLINE AND OPERATIONS**

- 13. District Budget 2012/2013:** The District will present for discussion the 2012/2013 Preliminary Budget.

## **ATTRACT, RETAIN AND INSPIRE HIGHLY QUALIFIED STAFF**

- 14. Staffing and Enrollment (D)**

Entire board packet on [www.sausalitomarincityschools.org](http://www.sausalitomarincityschools.org) under School Board

## CONSENT AGENDA

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

15. Authorization to Sign on Behalf of the Governing Board for the 2012/2013 School Year, Resolutions #664, 665, 666, 667

## ADJOURNMENT

### FUTURE BOARD AGENDA ITEMS

Discussion and Possible Action on School Facilities Bond  
Public Hearing: Categoricals Tier III  
Resolution - State Categorical Funds/Implementing Flexibility Authorized by SBX3  
Public Hearing: District Budget  
Approve District Budget  
Accept WCA Approved Budget  
Resolution - Establishing Find Balance Policies (GASB 54)  
Resolution - Temporary Transfer of Funds, Tax Anticipation (TAN)  
Resolution - Budget Transfers to Permit Payment Obligations at Close of Year  
WCA: Annual Supplemental Funding Agreement  
WCA MOU: Finalize agreed upon changes (proposed in February each year [MOU 1.B.3] by July 1, if any  
Transportation Report  
School Site Safety Reports

## SAVE THE DATES

### Future District Meeting Dates

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

June 21	Special Meeting for Community Discussion on School Facilities Bond
June 28	
July 10	Special Meeting
July 26	
August 9*	
August 23	
September 13*	
September 27	
October 11*	
October 25	
November 15	Third Thursday; one November meeting due to Holidays
December 6*	First Thursday due to Holidays
December 13	Second Thursday due to Holidays

### Future Charter School Board Meeting Dates

Entire board packet on [www.sausalitomarincityschools.org](http://www.sausalitomarincityschools.org) under School Board

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

June 20

#### **Upcoming Dates and Important Events**

Please visit the District website [www.sausalitomarincityschools.org](http://www.sausalitomarincityschools.org)

#### **Sausalito Marin City School District Board Meeting Procedures**

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

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

Entire board packet on [www.sausalitomarincityschools.org](http://www.sausalitomarincityschools.org) under School Board

**Sausalito Marin City School District**  
**Office of the Superintendent**

**Date:** June 14, 2012  
**To:** Board of Trustees  
**From:** Valerie Pitts, Superintendent  
**Re:** Discussion: First Reading of Board Statement on Equity, Resolution #662

Background

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

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

Analysis

Based on board and public input obtained on May 31, a draft board statement on equity and a draft rubric are attached for first reading by the board.

Recommendation

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

Backup attached: Yes \_\_\_X\_\_\_ No \_\_\_\_\_

## RESOLUTION No. 662

### DRAFT

#### Adoption of Sausalito Marin City School District Racial Educational Equity Statement

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

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

#### *Diversity is an Asset*

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

#### *Social Responsibility*

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

#### *Agility, Adaptability and Tenacity*

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

#### *Student Centered Education*

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

#### *Focus on Results*

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

#### *Equity*

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

## DRAFT

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

In Sausalito Marin City School District, for every year that we have data, White students have clearly outperformed Black, Hispanic and Native American students on state assessments in every subject at every grade level. White students consistently perform at higher levels of proficiency than students of color, while students of color are disciplined far more frequently than White students. These disparities are unacceptable and are directly at odds with our belief that all students can achieve.

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

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

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

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

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

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

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



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Thereafter, the Superintendent will report on progress towards these goals at least twice a year, and will provide the Board with updated action plans each year. The superintendent and school board will seek an independent reviewer from an outside organization supporting equity, to review progress at least bi-annually.

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

AYES:

NOES:

ABSENT:

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Thomas Newmeyer, President  
Board of Trustees

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Karen Benjamin, Clerk  
Board of Trustees

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

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Date

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Valerie Pitts, Superintendent  
Secretary to the Board of Trustees

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- (1) For the purposes of this resolution, "race" is defined as "A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups." Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors, *Teaching for Diversity and Social Justice: A Sourcebook* (2007).
- (2) Glenn Singleton and Curtis Linton *Courageous Conversations About Race*, p. 46 (2006)

**Sausalito Marin City School District**

**Equity Statement Assessment Rubric  
Curriculum, Instruction, and Assessment**

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

<b>Indicators</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Serious Concern</b>
Curriculum Content	The curriculum content, as experienced by the students, strongly reflects the socio-cultural nature of the district populations served, ensuring that high standards are maintained.	The curriculum content, as experienced by the students, somewhat reflects the socio-cultural nature of the district populations served.	The curriculum content, as experienced by the students, barely reflects the socio-cultural nature of the district populations served.
Culturally Responsive Instructional Practices	There is strong evidence that instructional practices are culturally relevant and differentiated to adapt to the wide range of students' preferred learning and communication styles, culture, socio-economic status, interests, behavior, linguistic characteristics and achievement levels.	There is some evidence that instructional practices are culturally relevant and differentiated to adapt to the wide range of students' preferred learning and communication styles, culture, socio-economic status, interests, behavior, linguistic characteristics and achievement levels.	There is little or no evidence that instructional practices are culturally relevant and differentiated to adapt to the wide range of students' preferred learning and communication styles, culture, socio-economic status, interests, behavior, linguistic characteristics and achievement levels.

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<b>Indicators</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Serious Concern</b>
Assessment System	Has an easily accessible formative and summative assessment system to identify student needs, improve instruction, and assess progress, which is specifically designed to eliminate the achievement gaps.	Has some elements of an easily accessible formative and summative assessment system to identify student needs, improve instruction, and assess progress, that is specifically designed to eliminate the achievement gaps.	Does not have an easily accessible formative and summative assessment system to identify student needs, improve instruction, and assess progress, which is specifically designed to eliminate the achievement gaps.
Accountability for Closing Achievement Gaps of Sub-Populations*	Has an action plan that specifically states its goals and strategies for closing achievement gaps. Progress on these plans is, at a minimum, evaluated annually.	Has some elements of an action plan but is not specific and is minimally evaluated.	Does not have an action plan that specifically states goals and strategies for closing achievement gaps.

\*Student diversity is the NCLB categories for sub-populations and includes district-wide percentages of students eligible for free/reduced lunches, Extended Learning, those served at different levels and categories of special education, ethnicity, gender, those not meeting CORE in reading, writing, and/or math, and those receiving ESL/ELL services.

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**Equity Statement Assessment Rubric**  
**Well-Prepared, Accountable Teachers and Administrators**

**Accountable Leadership**

<b>Indicators</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Serious Concern</b>
Achievement Gap Focus	School board, administrative team, site council, and staff meetings demonstrate the continuing priority of closing the achievement gaps by having them, at a minimum, a quarterly agenda.	School board, administrative team, site council, and staff meetings demonstrate the continuing priority of closing the achievement gaps by having them, at a minimum, an agenda item twice a year.	School board, administrative team, site council, and staff meetings demonstrate the continuing priority of closing the achievement gaps by having them, at a minimum, an agenda item less than twice a year.
Equity Committee (Or Other District Group)	The Equity Committee or other district group guides, oversees, and evaluates the implementation of achievement gaps work at school year quarterly meetings.	The Equity Committee or other district group guides, oversees, and evaluates the implementation of achievement gaps work at school year quarterly meetings.	The Equity Committee or other district group plays a minimal role in guiding, overseeing, or evaluating the implementation of achievement gaps work.

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## Professional Development

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

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**Human Resources**

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

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

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**Equity Statement Assessment Rubric**  
**Respectful and Equitable Relations Between Home and School**  
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**Partnerships, Family, and Community Engagement**

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

<b>Indicators</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Serious Concern</b>
Family Engagement Strategies	All families, students, and visitors are treated respectfully. All families are communicated with frequently via classroom/program newsletters, phone calls, emails, home visits, etc. and are invited to quarterly community gatherings held at or off the school site.	Some families, students, and visitors are treated respectfully. Some families are communicated with frequently via classroom/program newsletters, phone calls, emails, home visits, etc. and are invited to quarterly community gatherings held at or off the school site.	Little effort is made to ensure that all families, students, and visitors are treated respectfully. Few families are communicated with regularly via classroom/program newsletters, phone calls, emails, home visits, etc. and no community gatherings are held at or off the school site.
Supporting Families	Schools/programs inform families frequently through classroom/program, newsletters, school wide newsletters, emails, and personal phone calls home concerning available resources and to offer socio-culturally relevant opportunities on a monthly basis for parents to learn about, engage in, and support instructional programs	Schools/programs inform families through classroom/program, newsletters, school wide newsletters, emails, and personal phone calls home concerning available resources and to offer some socio-culturally relevant opportunities on a quarterly basis for parents to learn about, engage in, and support instructional programs.	Little effort is made to inform families of available resources or to offer socio-culturally relevant opportunities for parents to learn about, engage in, and support instructional programs.

Indicators	Meets	Does Not Meet	Serious Concern
Forums/Meetings	Schools/programs host regular forums/meetings to inform and solicit input from family and community members about school-related issues and to serve as a vehicle for maximizing communication between educators and the community.	Schools/programs host quarterly or sporadic forums/meetings to inform and solicit input from family and community members about school-related issues and to serve as a vehicle for maximizing communication between educators and the community.	Few or no school/program forums/meetings are held to inform and solicit input from family and community members about school-related issues and to serve as a vehicle for maximizing communication between educators and the community.
Informing The Community	Schools/programs use the student achievement data to inform the broader community, on a bi-annual basis, through school-based newsletters, and public forums on its priority and plans to close the achievement gaps.	Schools/programs use the student achievement data to inform the broader community, on a yearly basis, through school-based newsletters and public forums on its priority and plans to close the achievement gaps.	Schools/programs use the student achievement data to inform the broader community, on a yearly basis on its priority and plans to close the achievement gaps.
Community Partnerships	Schools/programs and teachers frequently promote and solicit partnerships with community members and organizations that represent all socio-cultural groups through personal phone calls, emails, personal invite letters, and honorariums to enrich the curriculum and develop student support programs.	Schools/programs and teachers sporadically promote and solicit partnerships with community members and organizations that represent most socio-cultural groups through personal phone calls, emails, personal invite letters, and honorariums to enrich the curriculum and develop student support programs.	Little effort is made to promote and solicit partnerships with community members and organizations that represent any socio-cultural to enrich the curriculum and develop student support programs.

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**Equity Statement Assessment Rubric  
Nurturing and Equitable School Environment**

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

<b>Indicators</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Serious Concern</b>
Academic Environment	95%-100% of students and staff report that adults model high behavioral and academic expectations of students.	85%-94% of students and staff report that adults model high behavioral and academic expectations of students.	<85% of students and staff report that adults model high behavioral and academic expectations of students.
Social/Emotional Development of Individuals	100% of school/program uses research-based strategies and techniques that create a positive climate, fostering high achievement for all.	50%-99% of school/program uses research-based strategies and techniques that create a positive climate, fostering high achievement for all.	<50% of school/program uses research-based strategies and techniques that create a positive climate, fostering high achievement for all.
Adult Modeling	95%-100% of students report that adults model high behavioral and academic expectations of students.	85%-94% of students report that adults model high behavioral and academic expectations of students.	<85% of students report that adults model high behavioral and academic expectations of students.
Welcoming Environment	95%-100% of students report that they feel welcome in the school/program.	85%-94% of students report that they feel welcome in the school/program.	<85% of students report that they feel welcome in the school/program.
Emotional Safety	95-100% of students report that they feel safe, valued and are known by staff in the school/program.	85-94% of students report that they feel safe, valued and are known by staff in the school/program.	<85% of students report that they feel safe, valued and are known by staff in the school/program.

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<b>Indicators</b>	<b>Meets</b>	<b>Does Not Meet</b>	<b>Serious Concern</b>
Program and Activity Accessibility	Programs and activities are open and accessible to 100% of its students.	Programs and activities are open and accessible to 85%-99% of its students.	Programs and activities are open and accessible to <85% of its students.
School Stewardship	95%-100% of students and staff take an active stewardship role in keeping the school clean and in good repair.	85%-94% of students and staff take an active stewardship role in keeping the school clean and in good repair.	<85% of students and staff take an active stewardship role in keeping the school clean and in good repair.
Valuing Students	95%-100% of students report that they are valued for individual strengths, uniqueness, and differences.	85%-94% % of students report that they are valued for individual strengths, uniqueness, and differences.	<85% % of students report that they are valued for individual strengths, uniqueness, and differences.

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**Equity Statement Assessment Rubric**  
**Alignment of Policies, Procedures, Resources and Facilities**

**Alignment of Policies and Plans with the District Achievement Gap Goal**

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

Indicators	Meets	Does Not Meet	Serious Concern
Student Population	Student diversity reflects the diversity of the district. The percent of students eligible for free/reduced lunches, gender, those served at different levels and categories of special education, those not meeting CORE in reading, writing, and/or math, and those receiving ESL/ELL services range from 2% below the district average to twice the district average. Students receiving EL services are within 2% of the district average.	Student diversity approaches the diversity of the district. The percent of students eligible for free/reduced lunches, gender, those served at different levels and categories of special education, those not meeting CORE in reading, writing, and/or math, and those receiving ESL/ELL services range from 2.1%-5% below the district average. Students receiving EL services are within 5% of the district average.	Student diversity does not reflect the diversity of the district. The percent of students eligible for free/reduced lunches, gender, those served at different levels and categories of special education, those not meeting CORE in reading, writing, and/or math, and those receiving ESL/ELL services range from 5.1%-100% below the district average. Students receiving EL services exceed the district percentage by more than 5%.
Optimal Space for Learning	All students, including at-risk populations, have clean, well-maintained spaces that are optimal for learning.	Most students have clean, well-maintained spaces that are optimal for learning.	Some students have clean, well-maintained spaces that are optimal for learning; some at-risk populations have inadequate space.
Optional Program Class	Optional program class sizes are at the Board adopted average class size.	Optional program class sizes are 85%-99% below the Board adopted average class size.	Optional program class sizes are >85% below the Board adopted average class size.

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### Adequate Funding

*In order to adequately educate every student, the funding to schools must be equitable and at the same time differentiated by each school's identified needs.*

Indicators	Meets	Does Not Meet	Serious Concern
Resource Distribution	Educational resources are equitably distributed, prioritizing our resources in programs that lessen or eliminate student disparities in academic achievement and program participation.	Educational resources are distributed with some effort toward prioritizing our resources in programs that lessen student disparities in academic achievement and program participation.	Educational resources are distributed with little or no effort toward prioritizing our resources in programs that lessen student disparities in academic achievement and program participation.
Materials Provided	Materials are provided with priority given to the most challenged populations to meet their learning needs.	Materials are provided to meet the learning needs of most students but priority is not necessarily given to meeting the needs of the most challenged populations.	Materials are provided to meet the learning needs of some students but priority is not given to meeting the needs of the most challenged populations.
Human Resources	Human resources are prioritized to meet the needs of the most challenged student populations.	Human resources are somewhat prioritized to meet the needs of the most challenged student populations.	Human resources are not prioritized to meet the needs of the most challenged populations.

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**Sausalito Marin City School District**  
Office of the Superintendent

**Date:** June 14, 2012  
**To:** Board of Trustees  
**From:** Valerie Pitts, Superintendent  
**Re:** Discussion: Facilities Bond

Background

The Sausalito Marin City School District is currently studying its enrollment, facilities, grade level structure and fiscal stability. These issues are embedded in the context of assuring the most comprehensive educational program for our students. Our vision is to provide each child a world class college preparatory curriculum that integrates communication, collaboration, creativity, inquiry and problem-solving skills and builds character through fostering strong relationships of mutual trust and respect. We seek to improve curriculum and instruction, retain and develop highly qualified staff and, to be culturally responsive to our diverse and unique student body.

School Board Trustees have discussed our needs moving forward into the 21<sup>st</sup> century. The economic climate in California compels us to be efficient and effective in the delivery of the educational program. We have two small schools at Bayside Elementary and Martin Luther King, Jr. Academy and a growing charter school at Willow Creek Academy. Our facilities are in need of modernization and classroom replacement. Both school campuses need upgrades in order to provide safe and healthy learning environments and community resources for the future.

Trustees are considering placing a school facilities bond on the ballot in order to modernize, complete deferred maintenance items and replace aging facilities. Outdoor learning areas, field repairs and community use facilities are under discussion. We need and want to hear from our community in Sausalito and Marin City in order to assess the needs and desires related to improving our school facilities. The district has been hosting community information and input sessions, including June 14, to discuss the master facilities plan. The board hopes to make a decision on the facilities bond by the end of June.

Analysis

Meetings to gather community input were held on May 25 and May 31. Additional input will be sought at the meeting on June 14.

Financial Impact

The following attachments to the June 14 board packet include:

- Tax Rate Worksheet
- Estimated Tax per \$100,000 of Assessed Value
- General Obligation Bonds, Election of 2004 Interest Rates & Call Features for 2005, 2006-A, 2006-B Bonds

Recommendation

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

Backup attached: Yes ☒ No ☐

**SAUSALITO MARIN CITY SCHOOL DISTRICT  
TAX RATE WORKSHEET  
6/7/12**

All figures are estimates and are subject to change  
Prepared by Wulff, Hansen & Co.

Avg AV for SFR in District	871,837
----------------------------	---------

For \$20 million Bond issue  
Based on 2011-12 County Assessor's records,  
\$25.59 annual levy per \$100,000 of assessed value for average AV SRF  
estimated at  
\$223.10

Source: Marin County Assessor's office

**SAUSALITO MARIN CITY SCHOOL DISTRICT**  
**Estimated Tax per \$100,000 of Assessed Value**  
**All figures are estimates**  
**7-Jun-12**  
**Prepared by Wulff Hansen & Co.**

<b><u>Bond Issue Size</u></b>	<b><u>Tax/\$100,000 AV*</u></b>	<b><u>Annual Tx For Avg SFR Pcl At \$871,837</u></b>	<b><u>Est Current Tx Avg SFR Pcl for 2011/12**</u></b>	<b><u>Projected Annual Total Tx for Avg SFR Pcl</u></b>
23,450,000	30.00	262	229	490
20,000,000	25.59	223	229	452
18,000,000	23.03	201	229	430
15,000,000	19.19	167	229	396
12,000,000	15.35	134	229	363

\*Tax Rates are approximately level, however assessed value is assumed to increase

\*\*Election of 2004 authorized \$15,900,000 of bonds with a 55% vote (Prop 39), All bonds have been issued.

**Sausaito Marin City School District**  
**General Obligation Bonds, Election of 2004**  
**Interest Rates & Call features for 2005, 2006-A, 2006-B Bonds**  
**6/7/12**  
**Analysis prepared by Wulff, Hansen & Co.**

Issue Series	2005	2006-A CIB	2006-A CAB	2006-B CIB	2006-B CAB	Totals
IC Rating	AA	AA+	AA+	AA+	AA+	
Orig Issued Amt	7,640,000	1,680,000	309,991	3,110,000	3,159,933	15,899,924
Callable Amt	6,055,000	850,000	866,544	3,010,000	5,846,578	16,628,122
Call price	100	100	Various	100	Various	
Call date	8/1/14	8/1/16	8/1/16	8/1/16	8/1/16	
Interest Rates						
2014	5.500					
2015	3.650					
2016	3.700	3.750		3.850		
2017	3.800	3.750		3.850		
2018	3.900	4.000		4.000		
2019	3.950	4.000		4.000		
2020	4.000	4.000		4.000		
2021	4.050	4.125		4.125		
2022	4.100	4.125		4.125		
2023	4.150		7.586	4.150		
2024	4.200		7.586	4.200		
2025	4.250		7.586	4.250		
2026	4.300		7.586	4.250		
2027	4.300		7.586	4.350		
2028	4.300		7.586	4.375		
2029	4.300		7.586		5.523	
2030	4.300		7.586		5.523	
2031			7.586		5.523	
2032			7.586		5.523	
2033			7.586		5.523	
2034					5.523	
2035					5.523	
2036					5.523	
2037					5.523	
2038					5.523	
2039					5.523	
2040					5.523	
2041					5.523	
2042					5.523	



**Sausalito Marin City School District**  
Office of the Superintendent

**Date:** June 14, 2012  
**To:** Board of Trustees  
**From:** Valerie Pitts, Superintendent  
**Re:** Action: Instructional Minutes and Bell Schedules for the 2012/2013 School Year

Background

According to Board Policy, the Board of Trustees shall assign the length of the school day subject to the provisions of the law. Education Codes 46111-46117 prescribe the minimum instructional minutes as follows:

Kindergarten:	180 minutes/day; 36,000/year (EC 46115) (240 max., EC 46111)
Grades 1-3	230 minutes/day; 50,400/year (EC 46112) (240 max., EC 46111)
Grades 4-8	240 minutes/day; 54,000/year (EC 46113) (240 max., EC 46111)

Analysis

The attached charts indicate instructional minute calculations and proposed bell schedules for the 2012-13 school year. MLK proposes a different beginning and ending time to accommodate a seven-period day. Bayside proposes the same start and end times and this would allow staff-shares to be effected proportionally.

Legal Implications

As stated above, the proposed minutes for MLK and Bayside meet and exceed the legal requirements.

Recommendation

The Superintendent recommends the Board approve the proposed 2012/2013 instructional minutes and bell schedules.

Backup attached: Yes \_\_\_X\_\_\_ No \_\_\_\_\_

# BAYSIDE ELEMENTARY SCHOOL

## BELL SCHEDULES

2012-2013

### Regular Day Schedule

#### Kindergarten

<b>7:45</b>	<b>School Opens/Breakfast</b>
8:15 – 10:35	Instruction
10:35 – 10:45	Snack/Recess
10:45 – 12:00	Instruction
12:00 – 12:40	Lunch/Recess
12:40 – 1:25	Instruction
1:25 – 1:35	Recess
1:35 – 3:00	Instruction
<b>3:00</b>	<b>Dismissal</b>

#### Grades 1-2

<b>7:45</b>	<b>School Opens/Breakfast</b>
8:15 – 10:35	Instruction
10:35 – 10:45	Recess/Snack
10:45 – 12:00	Instruction
12:00 – 12:40	Lunch/Recess
12:40 – 1:25	Instruction
1:25 – 1:35	Recess
1:35 – 3:00	Instruction
<b>3:00</b>	<b>Dismissal</b>

#### Grades 3-4

<b>7:45</b>	<b>School Opens/Breakfast</b>
8:15 – 10:45	Instruction
10:45 – 10:55	Recess/Snack
10:55 – 12:25	Instruction
12:25 – 1:05	Lunch/Recess
1:05 – 3:00	Instruction
<b>3:00</b>	<b>Dismissal</b>

### Wednesday Schedule

#### Kindergarten

<b>7:45</b>	<b>School Opens/Breakfast</b>
8:13 – 10:10	Instruction
10:10 – 10:20	Recess/Snack
10:20 – 11:50	Instruction
11:50 – 12:30	Lunch/Recess
12:30 – 1:40	Instruction
<b>1:40</b>	<b>Dismissal</b>

#### Grades 1-4

<b>7:45</b>	<b>School Opens/Breakfast</b>
8:13 – 9:56	Instruction
9:56 – 10:06	Recess/Snack
10:06 – 11:40	Instruction
11:40 – 12:20	Lunch/Recess
12:20 – 1:40	Instruction
<b>1:40</b>	<b>Dismissal</b>

### Minimum Day Schedule

#### Kindergarten

<b>7:45</b>	<b>School Opens/Breakfast</b>
8:03 – 10:16	Instruction
10:20 – 10:30	Recess/Snack
10:30 – 11:40	Instruction
11:40 – 12:20	Lunch/Recess
12:20 – 12:30	Instruction
<b>12:30</b>	<b>Dismissal</b>

#### Grades 1-4

<b>7:45</b>	<b>School Opens/Breakfast</b>
8:03 – 10:20	Instruction
10:20 – 10:30	Recess/Snack
10:30 – 11:40	Instruction
11:40 – 12:30	Lunch/Recess
<b>12:30</b>	<b>Dismissal</b>

### Regular Day Schedule

**Grades K-4**  
**8:15 – 3:00**

### Wednesday Schedule

**Grades K-4**  
**8:15 – 1:40**

### Minimum Day Schedule

**Grades K-4**  
**8:15 – 12:30**

Sausalito Marin City School District

INSTRUCTIONAL MINUTES BELL SCHEDULE

School Year 2012-2013

School: Bayside Elementary

	Kdng	Grades 1st	Grades 2nd	Grades 3rd	Grades 4th
<b>Regular Days</b>					
Start	8:15 AM	8:15 AM	8:15 AM	8:15 AM	8:15 AM
End	3:00 PM	3:00 PM	3:00 PM	3:00 PM	3:00 PM
Number of Hours	6:45	6:45	6:45	6:45	6:45
Number of Minutes	405	405	405	405	405
Less: Recess	-20	-20	-20	-10	-10
Less: Lunch	-40	-40	-40	-40	-40
Actual Daily Instructional Minutes	345	345	345	355	355
Number of Regular Days	136	136	136	136	136
Actual Minutes - Regular Days	46,920	46,920	46,920	48,280	48,280

<b>Minimum Days</b>					
Start	8:03 AM	8:03 AM	8:03 AM	8:03 AM	8:03 AM
End	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM
Number of Hours	4:27	4:27	4:27	4:27	4:27
Number of Minutes	267	267	267	267	267
Less: Recess	-10	-10	-10	-10	-10
Less: Lunch	-40	-40	-40	-40	-40
Actual Daily Instructional Minutes	217	217	217	217	217
Number of Minimum Days	7	7	7	7	7
Actual Minutes - Minimum Days	1,519	1,519	1,519	1,519	1,519

<b>Wednesday Schedule</b>					
Start	8:13 AM	8:13 AM	8:13 AM	8:13 AM	8:13 AM
End	1:40 PM	1:40 PM	1:40 PM	1:40 PM	1:40 PM
Number of Hours	5:27	5:27	5:27	5:27	5:27
Number of Minutes	327	327	327	327	327
Less: Recess	-10	-10	-10	-10	-10
Less: Lunch	-40	-40	-40	-40	-40
Actual Daily Instructional Minutes	277	277	277	277	277
Number Wed. Days	37	37	37	37	37
Actual Minutes - Wed. Days	10,249	10,249	10,249	10,249	10,249

<b>Total No. of Instructional Days</b>	180	180	180	180	180
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<b>Annual Instructional Minutes</b>					
Total Annual Instructional Minutes	58,688	58,688	58,688	60,048	60,048
Required Number of Minutes	36,000	50,400	50,400	50,400	54,000

**2012-2013 Bell Schedules**  
**Martin Luther King Jr. Academy**

**Regular Day Grade 5**

Advisory	8:30 - 8:45	(15)
1st Period	8:48 - 9:38	(50)
2nd Period	9:41 - 10:31	(50)
Break	10:34 - 11:24	(10)
Lunch	11:24 - 12:04	(40)
4th Period	12:07 - 12:57	(50)
5th Period	1:00 - 1:50	(50)
Break	1:50 - 2:00	(10)
6th Period	2:03 - 2:53	(50)
7th Period	2:56 - 3:36	(40) Elec

**Regular Day Grades 6th - 8th**

Advisory	8:30 - 8:45	(15)
1st Period	8:48 - 9:38	(50)
2nd Period	9:41 - 10:31	(50)
Break	10:31 - 10:41	(10)
3rd Period	10:44 - 11:34	(50)
4th Period	11:37 - 12:27	(50)
Lunch	12:27 - 1:07	(40)
5th Period	1:10 - 2:00	(50)
6th Period	2:03 - 2:53	(50)
7th Period	2:56 - 3:36	(40) Elec

**Early Day Wednesday Grades 5th - 8th**

1st Period	8:30 - 9:10	(40)
2nd Period	9:13 - 9:53	(40)
3rd Period	9:56 - 10:36	(40)
Break	10:36 - 10:46	(10)
4th Period	10:49 - 11:39	(40)
Lunch	11:39 - 12:19	(40)
5th Period	12:22 - 1:02	(40)
6th Period	1:05 - 1:45	(40)
7th Period	1:48 - 2:28	(40) Elec

**Minimum Day Grades 5th - 8th**

1st Period	8:30 - 9:05	(35)
2nd Period	9:08 - 9:43	(35)
Break	9:43 - 9:53	(10)
3rd Period	9:56 - 10:31	(35)
4th Period	10:34 - 11:09	(35)
5th Period	11:12 - 11:37	(35)
6th Period	11:40 - 12:15	(35) Elec?
Lunch	12:15 - 12:40	(25)

Sausalito Marin City School District

INSTRUCTIONAL MINUTES BELL SCHEDULE

School Year 2012-2013

School: Martin Luther King Jr. Academy

	Grade 5th	Grade 6th	Grade 7th
<b>Regular Days</b>			
Start	8:30 AM	8:30 AM	8:30 AM
End	3:36 PM	3:36 PM	3:36 PM
Number of Hours	7:06	7:06	7:06
Number of Minutes	426	426	426
Less: Recess	-20	-10	-10
Less: Lunch	-40	-40	-40
<b>Actual Daily Instructional Minutes</b>	<b>366</b>	<b>376</b>	<b>376</b>
Number of Regular Days	136	136	136
Actual Minutes - Regular Days	49,776	51,136	51,136

<b>Minimum Days</b>			
Start	8:30 AM	8:30 AM	8:30 AM
End	12:40 PM	12:40 PM	12:40 PM
Number of Hours	4:10	4:10	4:10
Number of Minutes	250	250	250
Less: Recess	-10	-10	-10
Less: Lunch	-25	-25	-25
<b>Actual Daily Instructional Minutes</b>	<b>215</b>	<b>215</b>	<b>215</b>
Number of Minimum Days	7	7	7
Actual Minutes - Minimum Days	1,505	1,505	1,505

<b>Wednesday Schedule</b>			
Start	8:30 AM	8:30 AM	8:30 AM
End	2:28 PM	2:28 PM	2:28 PM
Number of Hours	5:58	5:58	5:58
Number of Minutes	358	358	358
Less: Recess	-10	-10	-10
Less: Lunch	-40	-40	-40
<b>Actual Daily Instructional Minutes</b>	<b>308</b>	<b>308</b>	<b>308</b>
Number of Wed. Days	37	37	37
Actual Minutes - Wed. Days	11,396	11,396	11,396

<b>Total No. of Instructional Days</b>	180	180	180
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<b>Annual Instructional Minutes</b>			
Total Annual Instructional Minutes	62,677	64,037	64,037
Required Number of Minutes	54,000	54,000	54,000
Over	8,677	10,037	10,037

**Sausalito Marin City School District**  
**Office of the Superintendent**

**Date:** June 14, 2012  
**To:** Board of Trustees  
**From:** Valerie Pitts, Superintendent, and Lenora Kwok, School Nurse  
**Re:** Discussion: District Health Services

Background

The attached documents compose a summary report of the health services delivered to the Sausalito Marin City School District and the general health related conditions of students in the district.

Analysis

Total Student Enrollment:	376
Bayside Elementary:	77
Martin Luther King Jr. Academy:	51
Willow Creek Academy:	248

Financial Impact

Nursing services are provided for by the Marin County Office of Education with additional days purchased by school district for the same practitioner. Selected mandated services provided by the school nurse are re-reimbursable to the district:

- Hearing and vision screens at prescribed grades by certificated practitioner
- Dental care compliance report for K or 1<sup>st</sup> grade (the first year in school)
- As of the 2011/2012 school year, Scoliosis screening is temporarily suspended as it is optional and not reimbursable for 7<sup>th</sup> grade girls and 8<sup>th</sup> grade boys
- Provision of required Tuberculosis skin test to staff as required by law for employment.

Legal Implications

Documented compliance with Education Code requirements for Proof of Health Care, including specifics for each child entering school:

- Immunization
- Dental care
- CHDP physical exams for children in grades K/1
- Hearing and vision screening for regular education students at certain grades
- Health assessment for students who are being considered for special education services prior to testing
- Implementing new health requirements for school entry as required by law.

Mandated classroom instruction for:

- Puberty education grade 4 or 5
- For HIV/Aids, Baby Safe Surrender, STI Information on Sensitive Service Acquisition, Refusal skills human sexuality at grade 7.

As able instruction conducted: Dental Health for Students, Nutrition and Wellness

Oversight of children with special medical needs and their inclusion into the regular school program including:

- Medication administration
- Staff training to familiarize and learn procedural care for children during school hours - staff training includes , administration of medication and first aid procedures, Diabetes and Asthma care, seizure training, reporting for communicable disease
- Provision of case management for students with health related needs including:
  - Resource/referrals as needed
  - Communication with medical providers, families, community agencies to coordinate care for students with special needs
  - Consultation with regard to medical concerns that are identified during the course of the regular school session including communicable disease, first aid and recording and treatment of injury , Inclusion of students with medical concerns into school
  - Assessment of students with symptoms suggestive of un-wellness and disease.

#### Recommendation

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

Backup attached: Yes \_\_\_X\_\_\_ No\_\_\_\_\_

**Sausalito Marin City SCHOOL DISTRICT  
HEALTH SERVICES REPORT 2011- 2012**

**SCHOOL** Bayside \_\_\_\_\_ **Nurse** Lenora Kwok \_\_\_\_\_

.FTE = \_\_\_\_\_ DAYS OF SERVICE/WEEK

77 Number of Students \_\_\_\_\_ Number of School Sites \_\_\_\_\_ Number of Staff

**DIRECT NURSING SERVICES**

• **Mandated Screening**

<b><u>Hearing</u></b>	<b><u>Vision</u></b>	<b><u>Color Vision</u></b>	<b><u>Scoliosis</u></b>
Screened <u>86</u>	Screened <u>60</u>	Screened <u>10</u>	Screened <u>NA</u>
Referred <u>2</u>	Re-screened <u>8</u>	Deficiency <u>0</u>	Referred _____
Under Care <u>0</u>	Referred <u>8</u>		Under Care _____
	Under Care _____		
	Financial Assistance _____		

- **Health Assessments 14 Medical Referrals 4 Mental Health Referrals 1**
- **Consultations, Follow-up, Medical updates 4**  
     **Encounters            160      Student numbers            \_\_\_\_\_**
- **Communicable Disease Prevention/Control**  
     Head Lice Checks: Class \_\_\_\_\_ Individual 3                      Exclusions 0  
     Other Communicable Disease Assessments 15                      Exclusions 21  
     Immunization Records Audited 40 Referrals 6                      Exclusions 2  
     PBE/Waivers 1
- **First Aid 144**
- **Home Visits \_\_\_\_\_**
- **Health Problems Identified 5 (See attached list for specific conditions)**  
     Emergency Response Procedures and Health Care Plans 3  
     Staff Trainings 1  
     Students requiring on-going school management \_\_\_\_\_  
     Specialized Physical Health Care Procedures 0
- **Monitoring Medication Administration**  
     Students requiring daily medication 4 "As needed" medication 5
- **Case Management 8**
- **Student Study Team: Meetings Attended 7 Reports 5**
- **504 Accommodation Plans 1**

**SPECIAL EDUCATION SERVICES**

- **Health and Developmental History        14**
- **Student Health Assessments / Reports 5**
- **I.E.P. Team Meetings Attended            6**



#### COORDINATION / COMMUNITY LIAISON SERVICES

- Policy Development 1
- Parent Contacts 18
- CPS Reports 1
- Referral to Community Resources 10
- SARB/SART meetings attended 0

#### HEALTH EDUCATION AND HEALTH COUNSELING

- Staff member 4
- Staff In-service 1
- Individual student 4
- Classroom 2

#### WRITTEN PROCEDURES

- CHDP Audits and Reports 1
- Immunization Reports 1
- Documentation – Student Health Records 55
- LEA Medi-Cal Billing \_\_\_\_\_
- MAA Billing \_\_\_\_\_
- Hearing 86
- Scoliosis 0
- Dental Report 21
- Mandated Cost Activities Report 3

#### ADDITIONAL SCHOOL NURSE ACTIVITIES

Activities of Unlicensed Personnel 144

Specialized Physical Health Care Procedures and Medications 9

Insulin Dependent Diabetes 0

Self care \_\_\_\_\_ Nurse assistance \_\_\_\_\_

(1) reviewing charts for students with health needs and subsequent follow up

(2) Includes all students seen by health aides and secretaries per log in sheet

(3) Includes specialized physical health care procedures and Medication administration

**Sausalito Marin City SCHOOL DISTRICT  
HEALTH SERVICES REPORT 2011- 2012**

SCHOOL Martin Luther King Jr. Academy \_\_ Nurse Lenora Kwok \_\_\_\_\_

.FTE = DAYS OF SERVICE/WEEK

51\_\_ Number of Students \_\_ Number of School Sites \_\_ Number of Staff

**DIRECT NURSING SERVICES**

• **Mandated Screening**

<b><u>Hearing</u></b>	<b><u>Vision</u></b>	<b><u>Color Vision</u></b>	<b><u>Scoliosis</u></b>
Screened 47	Screened 34	Screened NA	Screened NA
Referred 0	Re-screened 7	Deficiency 0	Referred _____
Under Care 0	Referred 7		Under Care _____
	Under Care 5		<b>Suspended for 2011-12 school year</b>
	Financial Assistance _____		

- **Health Assessments 4 Medical Referrals \_\_ Mental Health Referrals 1**
- **Consultations, Follow-up, Medical updates 3**  
Encounters 5 Student numbers \_\_\_\_\_
- **Communicable Disease Prevention/Control**  
Head Lice Checks: Class 0 Individual 2 Exclusions 0  
Other Communicable Disease Assessments 0 Exclusions 0  
Immunization Records Audited 51 Referrals 10 Exclusions 2  
PBE/Waivers 1
- **First Aid +/- unable to tell -UAP**
- **Home Visits 0**
- **Health Problems Identified 5**
- **Emergency Response Procedures and Health Care Plans 2**  
Staff Trainings 1  
Students requiring on-going school management 2  
Specialized Physical Health Care Procedures 0
- **Monitoring Medication Administration**  
Students requiring daily medication 1 "As needed" medication
- **Case Management 4**
- **Student Study Team: Meetings Attended 2 Reports 4**
- **504 Accommodation Plans 0**

**SPECIAL EDUCATION SERVICES**

- **Health and Developmental History 4**

- Student Health Assessments / Reports 4
- I.E.P. Team Meetings Attended 3

### COORDINATION / COMMUNITY LIAISON SERVICES

- Policy Development 0
- Parent Contacts 14
- CPS Reports 1
- Referral to Community Resources 10
- SARF/SART meetings attended 0

### HEALTH EDUCATION AND HEALTH COUNSELING

- Staff member 4
- Staff In-service 1
- Individual student 4
- Classroom 2

### WRITTEN PROCEDURES

- CHDP Audits and Reports 1
- Immunization Reports 1
- Documentation – Student Health Records 359 enter all medical findings
- LEA Medi-Cal Billing \_\_\_\_\_
- MAA Billing \_\_\_\_\_
- Hearing 227
- Scoliosis 0
- Dental Report 1
- Mandated Cost Activities Report 3

### ADDITIONAL SCHOOL NURSE ACTIVITIES

Activities of Unlicensed Personnel

900 first aid, medication, follow up

Specialized Physical Health Care Procedures and Medications 2

Insulin Dependent Diabetes 0

Self care \_\_\_\_\_ Nurse assistance \_\_\_\_\_

(1) reviewing charts for students with health needs and subsequent follow up

(2) Includes all students seen by health aides and secretaries per log in sheet

(3) Includes specialized physical health care procedures and Medication administration

**Sausalito Marin City SCHOOL DISTRICT  
HEALTH SERVICES REPORT 2011- 2012**

SCHOOL Willow Creek Academy \_\_\_\_\_ Nurse Lenora Kwok \_\_\_\_\_

.FTE = \_\_\_\_\_ DAYS OF SERVICE/WEEK

\_\_248\_\_ Number of Students \_\_ Number of School Sites \_\_ Number of Staff

**DIRECT NURSING SERVICES**

• **Mandated Screening**

<b><u>Hearing</u></b>	<b><u>Vision</u></b>	<b><u>Color Vision</u></b>	<b><u>Scoliosis</u></b>
Screened 227	Screened 132	Screened 23	Screened NA
Referred 4	Re-screened 7	Deficiency 0	Referred _____
Under Care 0	Referred 8		Under Care _____
	Under Care _____		
	Financial Assistance _____		

- **Health Assessments 15 Medical Referrals 3 Mental Health Referrals 0**
- **Consultations, Follow-up, Medical updates 5**  
Encounters 5 Student numbers \_\_\_\_\_
- **Communicable Disease Prevention/Control**  
Head Lice Checks: Class 2 Individual 2 Exclusions 0  
Other Communicable Disease Assessments 1 Exclusions 0  
Immunization Records Audited 65 Referrals 12 Exclusions 0  
PBE/Waivers 1
- **First Aid +/- 900 UAP**
- **Home Visits 0**
- **Health Problems Identified 4**
- **Emergency Response Procedures and Health Care Plans 3**  
Staff Trainings 1  
Students requiring on-going school management 2  
Specialized Physical Health Care Procedures 0
- **Monitoring Medication Administration**  
Students requiring daily medication 1 "As needed" medication 13
- **Case Management 2**
- **Student Study Team: Meetings Attended 3 Reports 4**
- **504 Accommodation Plans 1**

**SPECIAL EDUCATION SERVICES**

- **Health and Developmental History 15**
- **Student Health Assessments / Reports 3**
- **I.E.P. Team Meetings Attended 3**

### COORDINATION / COMMUNITY LIAISON SERVICES

- Policy Development 0
- Parent Contacts 14
- CPS Reports 1
- Referral to Community Resources 10
- SARB/SART meetings attended 0

### HEALTH EDUCATION AND HEALTH COUNSELING

- Staff member 4
- Staff In-service 1
- Individual student 4
- Classroom 2

### WRITTEN PROCEDURES

- CHDP Audits and Reports 1
- Immunization Reports 1
- Documentation – Student Health Records 359 enter all medical findings
- LEA Medi-Cal Billing \_\_\_\_\_
- MAA Billing \_\_\_\_\_
- Hearing 227
- Scoliosis 0
- Dental Report 1
- Mandated Cost Activities Report 3

### ADDITIONAL SCHOOL NURSE ACTIVITIES

Activities of Unlicensed Personnel 900 first aid, medication, follow up

Specialized Physical Health Care Procedures and Medications 2

Insulin Dependent Diabetes 0

Self care \_\_\_\_\_ Nurse assistance \_\_\_\_\_

- (1) reviewing charts for students with health needs and subsequent follow up
- (2) Includes all students seen by health aides and secretaries per log in sheet
- (3) Includes specialized physical health care procedures and Medication administration

## **Sausalito Marin City School District**

### **Addendum to Health Services Report 2012**

#### **Educational / Psychological Assessments – Results from James Sagun, School Psychologist**

We had 33 assessments in the district. 15 students or 45% did not qualify. (In the past, approximately 30% of kids we test each year do not qualify.) This year, 7 or 8 should not have been tested due to significant ELA issues, were a parent referral with little evidence of learning disability, or referral from teacher that just wasn't academically low enough to qualify.

#### **Identified Chronic Medical Concerns:**

ADD

ADHD

Anaphylaxis

Asthma

Autistic Traits

Hemihypertrophy Syndrome

Hypotonia

Late Effects of Cancer in Young Children Syndrome

Mood Disorder

R/O Developmental Delays

Vision and Hearing Deficits (correctible)

**Sausalito Marin City School District**  
**Office of the Superintendent**

**Date:** June 14, 2012  
**To:** Board of Trustees  
**From:** Valerie Pitts, Superintendent, and Paula Rigney, Business Manager  
**Re:** Discussion: Budget Development 2012-2013

Background

School Districts in California are required to adopt their annual budgets in accordance with the statutory timelines established by Education Code (EC) Section 42127, which requires that on or before July 1<sup>st</sup> of each fiscal year, the governing board holds a public hearing on the budget for the subsequent fiscal year; the board must file the adopted budget of the district with the County Superintendent of Schools. Currently the District is preparing for the 2012-2013 budget. The District's budget will reflect directions given by the Marin County Office of Education, School Services of CA and the priorities, goals and objectives which were developed by the Superintendent and the board in its Strategic Plan.

Analysis

Budget Development for the coming fiscal year begins when the Governor announces his proposed State Budget in January. Analysis and review of the Governor's budget proposal is ongoing by many of the state and district fiscal advisory groups as they attempt to make a quantifiable explanation of this proposed budget and begin the process of advising school districts on how to prepare their budget development for 2012-2013.

The district's 2012-2013 budget is aligned to meet the goals and objectives that will address student and community needs. As always, the District is dedicated to providing wise use of taxpayers' dollars and meeting its financial commitments.

Currently the 2012-2013 Budget includes the following:

- Certificated salaries include the following staffing by formula:
  - 15 FTE Certificated; teachers (regular/specialist) and counselor (direct hire of positions from consultant services).
  - .2 FTE Psychologist (shared MCOE)
  - .3 FTE Nurse (shared MCOE)
  - 3.4 FTE Certificated Administration
  - .9 FTE Certificated Other Support Adm. (Special Ed/Psychologist/Nurse)
- Classified salaries include the following staffing by formula:
  - 11.7 FTE Classified support staff including maintenance, custodial, clerical, campus support, paraprofessionals
  - 2.0 FTE Confidential (district office)



- 2.0 FTE Classified Management
- .7 FTE Technology (shared MCOE/consultant)
- Statutory benefits (employer costs):
  - STRS rate 8.25%
  - Social Security rate 6.2%
  - Medicare rate 1.45%
  - SUI rate 1.61 %per EDD
  - PERS rate 11.4 per CDE
  - Worker's Compensation rate 2.215%
    - Certificated Total = 13.525%
    - Classified Total = 22.875%
- Additional funds professional development for staff : IB program
- Continued contribution toward Deferred Maintenance of \$40,000 to address on-going major district wide repairs
- Decrease in books and supplies from 2011-2012 (onetime expenses and elimination in services no longer needed).
- Decrease in services and operating expenditures from 2011-2012 (onetime expenses/carry over/eliminations in services no longer needed/reductions in costs associated with grants); some of shift of responsibility to site administration

#### Financial Impact

The financial impact of the various components of the 2012-2013 budget plan will be determined as the budget is developed.

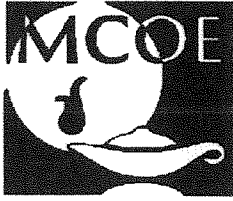
#### Legal Implications

None

#### Recommendation

This item is for information and discussion purposes.

Backup attached: Yes \_\_\_\_X\_\_\_\_ No \_\_\_\_\_



May 24, 2012

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

From: Terena Mares,  
Assistant Superintendent, Business Services

*Common Message to Marin County School Districts:  
Budget guidance for the 2012-2013 Governor's May Revision  
Budget*

On January 5, 2012, Governor Brown introduced his Proposed 2012-13 State Budget. The introduction of the Governor's Proposed 2012-13 State Budget began the legislative process and many changes have and will take place prior to the enactment of a 2012-13 State Budget. On May 14, 2012, the Governor released his May Revision to his proposed 2012-13 State Budget. This May Revision attempts to address the budget deficit which has grown since January from \$9.2 billion to \$15.7 billion for 2011-12 and 2012-13. The Governor stated that the budget deficit

The May Revisions increase Prop 98 spending by about \$6.7 billion...K-12 programmatic funding remains at current levels.

increase is a result of lower revenues of about \$4.3 billion (primarily capital gains), an increase in Proposition 98 obligations of about \$2.4 billion and adverse decisions by the courts that negate about \$1.7 billion in the Governor's previous proposals. The Governor proposes to close this gap with \$8.3 billion in additional

cuts inclusive of \$1.5 billion in Proposition 98 savings, \$5.9 billion in increased revenues (primarily from temporary taxes), \$1.77 billion in new borrowing, and \$747.4 million in "other miscellaneous solutions".

The cornerstone of this budget assumes passage of a new tax initiative proposed by the Governor, named the, "Schools and Local Public Safety Protection Act of 2012". According to the Legislative Analyst's Office (LAO), the initiative would generate an additional \$6.8 - \$9 billion in 2013 and \$5.4 - \$7.6 billion for each year thereafter through 2018. This initiative, if passed by the voters in the November 2012 election, would temporarily increase the state sales tax by .25%

until the end of 2016 and would increase the income tax rate by up to 3% on the state's wealthiest taxpayers for seven years.

The May Revision increases the K-14 Proposition 98 spending by about \$6.7 billion. Currently the 2011-12 Proposition 98 spending is about \$47 billion, but would increase to \$53.7 billion in 2012-13. The \$1.2 billion increase over the January budget proposal is primarily due to the new higher estimates from the temporary tax initiative. **However, the budget proposal will only maintain programmatic funding at current levels.** The Proposition 98 increase will be primarily used as follows:

- \$2.229 billion (\$2.1 billion K-12) to fund the new 2011-12 deferral.
- \$2.555 billion (\$2.242 billion K-12) to pay down the cross fiscal year deferral credit card already on the books. K-12 cross fiscal year deferrals would be reduced from \$9.5 billion to \$7.3 billion in 2012-13.
- \$98.6 million increase in Special Education funding for mental health services to disabled students that backfills one-time Proposition 63 funding used in 2011-12.

The proposed budget also incorporates major reforms to K-12 education including increased categorical flexibility and a new weighted student formula. Further details of these proposed reforms are included in the following pages of this message.

#### **“TRIGGER LANGUAGE”**

The May Revision provides for 2012-13 “trigger reductions” of \$5.49 billion to K-14 education should the Governor’s tax initiative not pass in the November 2012 election.

These reductions would become effective on January 1, 2013. The May Revision states that: *“As education spending accounts for 53 percent of General Fund spending and the May Revision substantially increases K-14 spending and protects the University of California and California State University from deeper cuts, schools and universities would be most affected without the additional revenues.”*

Proposition 98 funding would then be projected at approximately \$48.2 billion.

Based on Department of Finance (DOF) estimates, the impact on K-12 school districts apportionments (\$2.644 billion) would represent approximately \$441/ADA reduction to the revenue limit. Additionally, the \$2.555 billion (\$2.242 billion K-12) K-14 cross fiscal year deferral reduction would be reversed.

“As education spending accounts for 53 percent of General Fund spending and the May Revision substantially increases K-14 spending and protects the University of California and California State University from deeper cuts, schools and universities would be most affected without the additional revenues.”

In an attempt to mitigate the loss of revenue limit funding, the May Revision allows more flexibility for schools districts by authorizing a reduction to the school year by up to 15 more days over

2012-13 and 2013-14 in addition to the 5 days currently in law (175 day year.) This means that any school district would be able to use any combination of days in 2012-13 and 2013-14 but the total of the days in those two years cannot exceed 15 days (i.e.: 8 days in 2012-2013 and 7 days in 2013-2014 for a total of 15 days over the two year period), in addition to current law which already allows the school year to be reduced by up to 5 days each year. Once the 15 days have been used for the two year period of 2012-13 and 2013-14, this provision is eliminated and the statutes will revert back to current law of 5 days per year (175 day year.) This would have to be negotiated through the collective bargaining process.

### **A MESSAGE FROM THE GOVERNOR'S OFFICE**

The May Revision provides both challenges and potential opportunities for school districts. Ms. Sue Burr, the Governor's Chief Education Policy Advisor and Executive Director of the State Board of Education, has emphasized that education continues to be the number one fiscal and programmatic priority of the Governor. The Governor has acknowledged that education has taken a majority of the budget reductions in past years. He offers to "protect education" through the proposed tax initiative which is intended to provide education with the same level of revenue limit funding as received in 2011-12 based on the total state revenue limit appropriation level. It is important to understand his proposal does not guarantee total flat funding of revenues for individual school districts. The total impact of the May Revision to individual school district budgets will vary because of other proposed funding changes that may or may not affect each school district. Additionally, the Governor states his commitment to restoring local control to school districts through his proposed weighted student formula and his elimination of categorical funding restrictions as proposed in his 2012-13 budget. Ms. Burr has advised that school districts should "plan for the best, and prepare for the worst".

There are other important factors to also consider that may impact the development of financial projections. Some of those factors are listed below and categorized as "Economic and Other".

### **ECONOMIC FACTORS**

- California has reduced its budget deficit from \$26.6 billion in 2011-12 to \$15.7 billion in 2012-13 per the May Revision.
- The stock market, while showing signs of recovery, is still volatile.
- Corporate profits are growing; however, corporate taxes paid are declining.
- There has been growth in the commercial sector of the construction industry although the housing market has not rebounded, particularly in California.
- The unemployment rate for the US dropped to 8.1% in March 2012. Although the unemployment rate for California has dropped, it still remains higher than the national rate at 11.0%.
- The European debt crisis is slowing economic growth in Europe and will likely impact the US economic growth.

## OTHER FACTORS

- 2012 is a “presidential” election year.
- There are many controversial and competing initiatives that could be on the November ballot. The number of ballot initiatives could impact a voter’s support of any tax initiative.
- The California Legislature may not support the proposed expenditure reductions to the health and human services areas as currently proposed by the Governor in his budget.
- There are court challenges that could hinder the full implementation of budget reductions such as the Medi-Cal provider rate reduction which was stayed by the courts.

As we perform our budget reviews we will do so while assessing the uniqueness of each school district’s financial situation and your ability to develop and implement realistic contingency plans in the event that the Governor’s proposed tax initiative fails to win voter approval on the November 2012 ballot. Some of the factors we will include in our analysis include:

- The district’s reserve for economic uncertainties.
- The cash flow projections and the school district’s ability to meet its expenditure obligations for at least an 18 month period.
- The ability to immediately implement expenditure reductions if necessary.
- The status of the school district’s negotiations.
- Other reserves available for immediate use.
- The impacts of revenue limit reductions if triggered by a failed tax initiative in November.
- If school districts build their budgets using flat revenue limit funding, financial projections should have contingency plans for the possible failure of the Governor’s tax initiative.
- School district contingency plans must be realistic and ready for timely implementation if necessary.
- School districts must carefully review their MYPs for one-time revenues and note any ending dates of revenue sources to avoid over projecting those revenues.
- Cash flow becomes a critical consideration. School districts may the cost of any borrowing may increase. Cash flow should be looked at over an 18 month cycle rather than a 12 month cycle.

As we perform our budget reviews we will do so while assessing the uniqueness of each school district’s financial situation and its ability to develop and implement realistic contingency plans in the event that the Governor’s proposed tax initiative fails to win voter approval on the November 2012 ballot.

**THE FOLLOWING SECTIONS PROVIDE MORE DETAILED ADVICE RELATIVE  
TO CHANGES SINCE THE 2011-12 SECOND INTERIM REPORT COMMON  
MESSAGE DATED FEBRUARY 11, 2012:**

**Revenue Limit and COLAs**

The Governor's May Revision does not provide a statutory cost of living adjustment (COLA) for any program in 2012-13. The projected statutory COLA of 3.24% is not funded; therefore, the deficit factor will be increased to reflect this loss of funding. The proposed budget provides funding of \$169 million in 2012-13 for enrollment growth.

The 2011-12 Enacted State Budget and the Governor's May Revision specifies the statutory COLA and deficit factor for the revenue limits for 2011-12 and 2012-13 as defined in the following table:

	<b>2011-12 Enacted State Budget COLA</b>	<b>2012-13 Governor's Proposed Budget Statutory COLA</b>	<b>2012-13 Actual Statutory COLA</b>
Statutory Cost of Living Adjustment (COLA)	2.24%	3.17%	3.24%
K-12 Deficit	19.754% (.80246)	21.666% (.78334)	22.272% (.77728)
County Office Deficit	20.041% (.79959)	22.497% (.77503)	22.549% (.77451)

Although unfunded, the 2.24% statutory COLA for 2011-12 and the 3.24% actual COLA for 2012-13 translate into the following statewide average base revenue limit amount per ADA:

<b>School District Type</b>	<b>2011-12 Actual Statutory COLA 2.24%</b>	<b>2012-13 Estimated Statutory COLA 3.17%</b>	<b>2012-13 Actual Statutory COLA 3.24%</b>
Elementary	\$137	\$198	\$203
High School	\$164	\$238	\$243
Unified	\$143	\$207	\$212

The following are factors to be considered as a school district calculates its 2012-13 revenue limit;

- The 3.24% statutory COLA is not funded for 2012-13.
- The .848% or average of \$55/ADA revenue limit "trigger reduction" was implemented beginning in February 2012 for fiscal year 2011-12 only.
- As discussed earlier, the May Revision is based on the passage of his tax initiative. If this initiative fails on the November 2012 Election, the proposed budget has an automatic "trigger reduction" of \$2.644 billion for K-12 education. Per the Department of Finance calculations, this would result in a loss of approximately \$441/ADA.

The School Services of California Financial Projection Dashboard provides additional information relative to statutory COLAs and revenue limit deficits. It is recommended that school districts utilize this information in preparing their Multi-Year Projections (MYPs). Given the uncertainty of the State's economic recovery, school districts may need to have a contingency plan for any reduction to the out year COLAs when incorporating future statutory COLAs.

### **Basic Aid School Districts**

Beginning with ABX4 2 (Chapter 2/2009), basic aid districts have been subject to "fair share" reductions. A basic aid district's "fair share" reduction is calculated against their total revenue limit funding subject to deficit. This amount is then taken from categorical revenues to the extent that categorical revenues are available, including AB602 Special Education revenues and State mental health funding.

The "fair share" reduction in 2011-12 is 8.92%, is increased to 9.57% in 2012-13, and will be 8.92% in 2013-14 as a result of SB 81, which shifted the mid-year transportation "trigger" reductions to a revenue limit reduction, including "fair share" reductions for basic aid districts.

A school district receives a "fair share" reduction based on the district's basic aid status at the Second Principal Apportionment in the prior year. This means that for a school district to be subject to the "fair share" cut in 2011-12, it must be a basic aid district in 2010-11. If a school district becomes basic aid in 2011-12, it will be "subject" to the "fair share" reduction in 2012-13. However, in no event would that reduction be more than the amount of local revenues that exceed the district's revenue limit. ABX4 2 also specified that the reduction shall not violate the constitutional funding requirement that the state provide \$120 per ADA or \$2,400 per school agency, whichever is greater.

...under the current Weighted Student Formula proposed in the May Revision, it appears that basic aid school districts would not be held harmless in 2012-13

In the event the Governor's Tax Initiative fails, basic aid school districts should be prepared for additional "fair share" reductions as part of the "trigger language." Basic aid districts who do not have sufficient reserves in their MYPs necessary to absorb the impact of additional "fair share" reductions, as calculated in 2012-13 and taken in 2013-14, are advised to develop contingency plans using the loss of \$441/ADA (trigger reduction), or to the extent that categorical revenues are available for the State to reduce, including AB602 Special Education revenues and State mental health funding.

Additionally, under the Weighted Student Formula proposed in the May Revision, it appears that basic aid school districts would not be held harmless in 2012-13, nor would they be held to the same phase-in as revenue limit districts. In other words, basic aid districts would realize the full impact of the Weighted Student Formula in 2012-13, under the current proposal.

**Our guidance for basic aid districts, relative to the Weighted Student Formula is as follows:**

- Continue to budget revenues according to current law for 2012-13
  - Budget Tier III Categoricals to the extent that these are not captured through 9.57% “fair share” calculations in 2012-13, (and 8.92% in 2013-14)
  - Recognize the impact of the Weighted Student Formula through a contingency reserve in 2012-13 only.
- Recognize that if the tax initiative fails, the Weighted Student Formula will not be implemented
  - Build contingency reserve amounts for additional “fair share” reductions in 2013-14 based on \$441/ADA in your MYPs.
  - The \$441/ADA “fair share” reduction in 2013-14 would be in addition to the current 8.92% “fair share” reduction that is ongoing.
- Recognize that even if the Weighted Student Formula fails passage through the Legislature for 2012-13, there is speculation that it may still be implemented in 2013-14.

### **Special Education**

The May Revision for special education provides \$12.3 million for ADA growth. No COLA is provided for special education.

- Special Education Local Plan Areas (SELPAs) with growth will receive an estimated \$465.44 per ADA. This is the same as last year.
- Also, a \$17.4 million increase in federal funding will be allocated to SELPAs, estimated at \$2.94 per ADA.
- Under current law, school districts need to meet maintenance of effort (MOE) requirements irrespective of any reduced work or school year.
- Under the Governor’s mandate proposal, he would eliminate the Behavioral Intervention Plan (BIP) and would make its continuation optional for each school district.

AB 3632 mental health services to students with disabilities continue to be the responsibility of school districts for 2012-13. A total of \$417 million is provided to support mental health services including the \$98.6 million augmentation to backfill the loss of the Mental Health Act funding (Proposition 63).

The Governor also proposes to eliminate the Early Mental Health Intervention (EMHI) program. Those funds would be redirected for other K-12 purposes and would be available to all school districts.

It is recommended that school districts plan for their 2012-13 transportation apportionment for home-to-school and special education transportation.

### **Transportation** 2012-13 FISCAL YEAR

SB 81 restored the transportation appropriation. The May Revision now proposes to continue these allocations



permanently to the school districts receiving them as revenue limit “add-ons” separate from the Weighted Student Formula (WSF). As a result, school districts currently receiving state funding for transportation would continue to receive allocations of a similar amount each year, but without restrictions on its use or requirements to maintain a minimum level of transportation services.

It is recommended that school districts plan for their 2012-13 transportation apportionment for home-to-school and special education transportation.

## **Child Care Programs**

The Governor’s May Revision proposes significant changes to three of the child care and preschool budget reduction and policy reform proposals included in the January budget:

**Reduce Child Care Costs:** The May Revision maintains \$452.5 million in child care cost savings included in the January budget. The Governor also proposes to reduce the number of child care slots to be eliminated from 54,800 to 29,600 with the following changes:

- Provides an increase of \$180.1 million to allow families who are engaged in education or training to receive child care services on that basis for up to two years.
- Provides a decrease of \$184.2 million by reducing reimbursement rates ceilings for licensed voucher-based providers from the 85<sup>th</sup> percentile to the 40<sup>th</sup> percentile of the private pay market, based on the 2005 Regional Market Rate (RMR) survey data. License-exempt providers will be reimbursed based upon 71 percent of the lowered licensed ceilings.

**Part-Day Preschool Programs:** The May Revision redirects \$91.5 million from Transitional Kindergarten funding to:

- Restore the 10-percent reduction to the Standard Reimbursement Rates for part-day preschool programs included in the Governor’s Budget (\$34.1 million)
- Expands part-day preschool for 15,500 children from low-income families (\$57.5 million).

**Restructure Administration of Child Care:** The January Budget proposed to shift the eligibility and payment functions for child care services from the alternative payment programs and Title 5 centers to the county welfare departments, beginning in 2013-14. Concerns were raised that shifting to a voucher-only child care system administered by the counties would reduce access to higher quality Title 5 centers. Additional concerns were raised that non-cash-aided families would not be able to access services because funding associated with child care services would be capped at the appropriation level and prioritized for cash-aided families. The May Revision proposes the following policy changes to address these concerns:

- A child care block grant will be created, separate from the county single allocation, to ensure that eligible low-income working families can continue to access child care services.
- County welfare departments will contract with Title 5 centers, based on the allocation of Title 5 center slots in 2012-13, as a condition of receiving child care block grant funds. Counties will be provided flexibility to deviate from this allocation up to 10 percent. After a specified period of time, counties will be allowed to reallocate Title 5 center slots to voucher-based providers within the county to align service needs with available resources.
- Some funding will be shifted from California Department of Education (CDE) to Department of Social Services (DSS) to fund state operations costs associated with the transition of child care services to the county welfare departments, and to enable

counties that are prepared to assume responsibility for these services to implement the transition in 2012-13.

- The DSS will develop a plan in 2012-13, in consultation with CDE that outlines the quality activities to be funded in 2012-13 and 2013-14. The plan would require that DSS conduct quality activities to promote the health and safety of children in care, and that CDE conduct activities to promote early learning and readiness for school. The plan would also reflect an allocation to county welfare department to target quality funds to local needs and priorities.

### **Quality Education Investment Act (QEIA)**

The Education Trailer Bill proposes to move the final year of the QEIA program from 2013-14 to 2014-15. This is accomplished by clarifying that the original funding for QEIA was provided by Assembly Bill 3 of the Fourth Extraordinary Session (ABX4 3) (Chapter 3/2009-10) and ABX3 56 (Chapter 31/2009-10).

There are no changes to the current funding rates. For 2012-13 the rates continue to be:

- \$500 per enrolled pupil for kindergarten and grades 1-3
- \$900 per enrolled pupil Grades 4-8
- \$1,000 per enrolled pupil Grades 9-12

QEIA is now funded within Proposition 98.

### **Lottery**

Please note that Lottery funding will be calculated in the same manner as prior years, with the exception that through 2014-15, the following programs will be funded based on 2007-08 ADA rather than the prior year ADA:

- Adult Education
- Regional Occupational Center and Programs (ROC/P)

On April 8, 2010, the Legislature passed AB142 (Chapter 13 / 2010) which requires that not less than 37% of the total annual revenues from the sale of lottery tickets to be distributed to education.

The current projection for 2011-12 is \$118.00 per ADA (unrestricted) and \$23.75 per ADA (Prop. 20 restricted). The Lottery Commission will report the projections for 2012-13 in June 2012. Until that time, it is recommended the 2012-13 lottery projection remain the same as 2011-12; \$118.00 per ADA (unrestricted) and \$23.75 per ADA (Prop. 20 restricted).

### **Mandated Costs**

The May Revision has substantially changed the original proposals outlined in the January Budget. The January proposal to either eliminate or make permissive all state mandates has been withdrawn.

The May Revision would provide \$166.6 million to create a block grant funding allocation for K-12 schools. Funding would be based on ADA for school districts and would approximate \$28/ADA for 2012-13.

The existing claiming process would be eliminated; thus providing that all school districts are reimbursed at the same rate for providing services for the same mandated requirements.

The six highest cost mandates would be suspended until permanently repealed beginning in 2012-13. These would include: Graduation requirements for second science course; Behavior Intervention Plans; Habitual Truants; Notification of Truancy; Notification of Teachers and Pupil Discipline Records; and Pupil Suspension, Expulsion and Expulsion Appeals. The remaining mandates suggested for repeal in the January Budget will be suspended in 2012-13 until subsequent legislation is introduced to permanently repeal those activities.

At this time it is recommended that school districts continue to adhere to all mandate requirements and budget revenue on a cash basis. Legislation would be required to eliminate any mandates.

### **Transitional Kindergarten**

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

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

This bill mandated a Transitional Kindergarten Program for students displaced as a result of the changes in eligibility birthdates. School districts are currently eligible to collect ADA for these transitional kindergarten students. Under current law, school districts may not receive ADA funding to serve a four year old unless that child has his or her fifth birthday according to the appropriate phase-in period noted above. Children admitted during the school year who do not meet the phase-in period criteria may only be enrolled on a case-by-case basis upon having attained the age of five.

The May Revision continues to propose the elimination of the requirement that school districts provide transitional kindergarten instruction beginning with the 2012-13 school year. Both the Senate and Assembly budget subcommittees rejected the Governor's proposals to eliminate Transitional Kindergarten.

### **Expansion of Categorical Flexibility and New Tier III Public Hearing Requirements**

The Governor is proposing that virtually all categorical programs, including K-3 CSR and Economic Impact Aid (EIA), be moved into "Tier III" categorical flexibility in 2012-13. The exceptions are Special Education, QEIA, Child Nutrition, Proposition 49 After-School, and preschool (Federal Programs are outside the purview of the state legislative action).

Should this flexibility not be enacted, please note that most of the temporary flexibility provisions were extended to June 30, 2015 with the exception of the K-3 Class Size Reduction (CSR) reduced penalty provisions. The flexibility provisions for the CSR reduced penalties expire on June 30, 2014 instead of June 30, 2015. Because CSR may be folded into the Weighted Student Formula, we would advise districts to consider the extension of Class Size Reduction (CSR) to June 30, 2015. This advice assumes that either the Weighted Student Formula occurs or the extension of Tier III flexibility date for CSR.

Current law (Education Code 42605), states that as a condition of receiving funds for Tier III categorical programs, the governing board of a school district must hold a public hearing to discuss and approve or disapprove the proposed explicit uses of each Tier III Programs' funding. This hearing must take place regardless of whether districts opt to use funds for their original purpose or for another purpose. Previously, the hearing was allowed to take place at any time, and many districts chose to hold this hearing in conjunction with their budget adoption.

Assembly Bill (AB) 189 (Chapter 606/Statutes 2011), became effective January 1, 2012, and changed the public hearing requirement regarding the use of the Tier III funds.

Specifically, the change relates to when the board meeting is held and what is to be included in the agenda. **The Tier III public hearing must now be held**

**prior to and independent of a meeting at which the budget is adopted. AB 189 also requires a governing board to identify in the notice of the public hearing any Tier III program that is proposed to be closed.** Noncompliance puts your entire Tier III entitlement at risk. Given this potentially significant penalty, it is critical to make sure that the public hearings are held and contain the required elements above.

The Governor is proposing that virtually all categorical programs, including K-3 CSR and Economic Impact Aid (EIA), be moved into "Tier III" categorical flexibility in 2012-13.

### Weighted Student Formula (WSF)

The Governor has indicated that California's school finance system has become "too complex, administratively costly and inequitable". The Governor proposes major school finance reform to remedy these issues and to provide greater flexibility in the use of funding. This Weighted Student Formula (WSF) model would reflect the following elements;

- This funding formula would replace revenue limits and most state categorical programs. Attachment A provides a list of those categorical programs that would be included and those that would be excluded per the Department of Finance.
- The model would eliminate most categorical program requirements allowing total flexibility in use of the funds. However accountability requirements would be implemented at a future date.
- The May Revision language indicates that the model would be phased in over a seven year period with a "hold harmless" provision for 2012-13 only.
- The formula would be based on the following three components – a base grant, a supplemental grant and a concentration grant. It will be calculated as follows:
  - The "base grant" for 2012-13 will be \$5,421 per average daily attendance (ADA) adjusted per grade levels as follows:
    - \$5,466/ADA for K-3
    - \$4,934/ADA for 4-6
    - \$5,081/ADA for 7-8
    - \$5,887/ADA for 9-12

- The “supplemental grant” will be based upon the unduplicated count of English learners and free and reduced-price meal recipients and is 20% of the “base grant”. The unduplicated count is converted to a percentage of the total student enrollment.
- A “concentration grant” will be available for school districts with more than 50% of their unduplicated student population identified as English learners and free and reduced-price meal recipients. The additional grant will be equal to 40% of the base grant, times the percentage of pupils designated as English Learners or free and reduced meals recipients that exceed 50% enrollment threshold
- Phase in of the new funding formula will be as follows:
  - 2012-13 ---5% (also contains “hold harmless”)
  - 2013-14---10%
  - 2014-15---20%
  - 2015-16---40%
  - 2016-17---60%
  - 2017-18---80%
  - 2018-19---100%
- The difference between the percentages listed for the phase in for each year 2012-13 through 2018-19 and 100% shall be allocated to each school district in proportion to the amounts it received per ADA in the 2011-12 fiscal year
- The current Home-to-School Transportation and Targeted Instructional Improvement (TIIG) Grant program funding formula allocations are continued as weighted student formula “add-ons” and are not being added into the categorical program block that will make up the weights. For 2012-13 funding is provided for “any educational purpose”.
- Beginning in 2013-14, school districts meeting accountability criteria to be adopted by the State Board of Education will be eligible for “incentive funding” equal to 2.5% of the base grant funding for that year
- It currently appears that there is no separate funding for Adult Education and ROC/P.
- If the November 2012 tax initiative does not win voter approval, the WSF proposal withdrawn.

At this time, it is recommended that school districts continue to maintain the current level of funding for revenue limits and categorical programs for current and subsequent fiscal years.

**At this time, it is recommended that school districts continue to maintain the current level of funding for revenue limits and categorical programs for current and subsequent fiscal years. Moreover, school districts should assume no further changes in categorical flexibility programs.**

## Charter Schools

The May Revision includes an increase of \$50.3 million for the Charter School General Purpose Block Grant and Categorical Block Grant.

The General Purpose Block Grant rates are based on statewide average revenue limits. The estimated 2012-13 funding rates include a 3.24% COLA, a 22.272% deficit, and ADA growth. The CDE will recalculate the General Purpose rates at each apportionment. The Categorical Block Grant rate reflects flat funding for 2012-13. The estimated rates for 2012-13 are:

	K-3	4-6	7-8	9-12
General Purpose Block Grant	\$5,117	\$5,193	\$5,346	\$6,188
Categorical Block Grant	410	410	410	410
Total	\$5,527	\$5,603	\$5,756	\$6,598

Charter schools should also have contingency plans for the potential revenue limit reduction of \$441/ADA should the Governor's tax initiative fail in the November 2012 elections.

The May Revision addresses additional changes for charter schools:

- The Budget requires school districts to convey surplus property to any charter school opting to claim property and provides an incentive for school districts to sell property to charters without having to declare the property surplus and without losing eligibility in the state school facilities program.
- Allows all new and existing non-classroom based charters to receive full funding without needing State Board of Education review and approval and would eliminate the funding determination process and will ultimately allow all non-classroom based charters to receive full funding.
- Under this proposal, county treasurers will be authorized to lend to charter schools. Also, charters, as a condition of directly applying to the state for deferral exemption, will be required to provide a copy of their application for a deferral exemption to their charter authorizer.
- Charter schools are now authorized to receive the proposed mandate block grant.

## Cash Management

### Intra-Year Principal Apportionment Deferrals

SB 82 was chaptered on March 24, 2011 and allows for intra-year deferrals in the 2011-12 fiscal year. AB 103, signed by the Governor on May 23, 2012, reduced intra-year deferrals for 2012-13 (see table below).

Timeframe	2011-12 Intra-Year Deferrals (SB 82)	2012-13 Intra-Year Deferrals (AB 103)
July to September	\$700 million	\$700 million
July to January	\$700 million (\$541 million was actually deferred)	\$500 million
August to January	\$1.4 billion (\$1.2 billion was actually deferred)	\$600 million
October to January	\$2.4 billion (\$2.2 billion from Principal Apportionment and the difference is a 100% deferral of the October consolidated categoricals payment plus a 7% deferral of the October Instructional Materials Realignment Program (IMFRP) payment)	\$800 million
March to April	\$1.4 billion (\$837 million from Principal Apportionment and the difference will come from a 100% deferral of the March consolidated categoricals payment plus a 100% deferral of the March Economic Impact Aid (EIA) payment)	\$900 million

### Cross Fiscal Year Principal Apportionment Deferrals

The Governor's 2012-13 January Budget proposed an increase of \$2.1 billion in Proposition 98 funding for the purpose of reducing ongoing K-12 school district revenue limit deferrals. The May Revision proposes to reduce those deferrals by an additional \$140 million for a total of \$2.24 billion. The pay down of 2012-13 deferrals only takes place if the tax initiative is successful. If the tax initiative is unsuccessful, there is no change to the existing cross fiscal year cash deferral schedule. **For cash flow projections we recommend that school districts assume that the Governor's tax initiative does not pass until the outcome of the November 2012 election is known.** Please refer to the table below for a list of principal apportionment cross fiscal year cash deferrals for 2012-13. See Attachments C-1 and C-2 for a graphic illustration of all intra-year and inter-year principal apportionment deferrals.

2012-13		
Timeframe	If Tax Initiative Fails (status quo)	If Tax Initiative Passes (As of 5/15/2012)
February 2013 to July 2013	\$2.0 billion	\$532 million (\$1.468 billion is restored)
March 2013 to August 2013	\$1.3 billion	\$1.029 billion (\$270.5 million is restored)
April 2013 to August 2013	\$763.8 million	\$763.8 million
April 2013 to July 2013	\$419 million	\$419 million
April 2013 to August 2013	\$678.6 million	\$175.6 million (\$503 million is restored)
May 2013 to July 2013	\$800 million	\$800 million
May 2013 to August 2013	\$1.0 billion	\$1.0 billion
June 2013 to July 2013	100% of the June apportionment, which has been \$2.5 billion in prior years	100% of the June apportionment which has been \$2.5 billion in prior years
<b>Deferred across fiscal years</b>	<b>\$9.46 billion</b>	<b>\$7.22 billion</b>

Also note that the relationship between property taxes and state aid within district revenue limits can significantly affect cash flow. Additionally, the change in status from a Revenue Limit school district to a Basic Aid school district will impact the receipt of cash from monthly to primarily December and April.

### Other Cross Fiscal Year Payment Deferrals

In addition to the cross fiscal year principal apportionment cash deferrals, there are three cross fiscal year cash deferrals applicable to K-3 Class Size Reduction, School Safety Violence Prevention, and Targeted Instructional Improvement Grant. The deferral amounts are listed below:

- \$570 million for K-3 Class Size Reduction (CSR)
- \$38.7 million for School Safety Violence Prevention
- \$100.1 million for the Targeted Instructional Improvement Block Grant

### Potential Impact of Weighted Student Formula (WSF) on Cash

Currently, a majority of other state categoricals are apportioned based on the 5-5-9 schedule. If the WSF is adopted, payments for all of the categorical programs that are part of the WSF will be gradually phased over to principal apportionment payment schedule. The proportion of funds being phased into the principal apportionment payment schedule will be subject to both intra-year and inter-year deferrals. This essentially will increase the amount of funds deferred within the year and across fiscal years.



## **Potential Impact of the Governor's Initiative with the Education Protection Account**

If approved, the Governor's tax initiative establishes an Education Protection Account (EPA). The EPA will offset State Aid in the same manner that local property taxes offset State Aid and will be paid on a quarterly basis to LEAs. However, in 2012-13, funds will accumulate in EPA and the first payment will not be made until June 2013. Based on the proposed implementation of EPA, there could be significant cash flow challenges for LEAs.

## **Impact of Redevelopment Agency Dissolution**

For 2011-12, the State assumed \$1.7 billion in savings due to the implementation of ABX1 26 and ABX1 27. As a result, principal apportionments were reduced by \$1.7 billion in the Advance and by \$890 million in the P-1 Principal Apportionment. The May Revision estimates that residual property taxes from Redevelopment Property Tax Trust Funds (RPTTF) will be \$818 million for 2011-12 and \$991 million for 2012-13. The State's actual savings has yet to be determined for 2011-12; however, it is unclear if the \$818 million estimate for 2011-12 will materialize.

Department of Finance (DOF) and CDE officials have told us that they will honor the county auditor P-2 estimates for local property taxes reported through the CDE Revenue Software.

## **Apportionment Schedules**

In addition to apportionment cash deferrals, the State of California modified the principal apportionment payment schedules in 2009-10 to enhance the State's cash position in future years. In light of the reduced and deferred apportionments and change in timing of distribution of funds from the State, a great deal of emphasis must be placed on cash flow analysis and monitoring. We continue to be prepared to work with the County of Marin in exercising cash borrowing assistance that can be provided by the Treasurer's Office.

Please note that the principal apportionment deferrals will impact each school district differently depending upon: (1) the amount of State Aid revenue limit funding that each district receives and (2) the principal apportionment schedule that is dictated by Education Code Section 14041.

There are three separate principal apportionment schedules outlined in Education Code Section 14041(a). Most LEAs in California receive apportionments that are in accordance with Education Code Section 14041(a)(1)(2)(3)(4). However, there are a small number of districts in California that receive apportionments in accordance with Education Code Section 14041(a)(7) or Education Code Section 14041(a)(8).

## **Cash Management Planning**

As a result of all the deferrals, policy changes, and uncertainty with respect to school district apportionments, it is important to plan ahead and establish a cash management plan that maximizes flexibility. Districts that have never issued tax revenue anticipation notes (TRANS) may have to consider doing so if they don't have sufficient cash resources or the ability to utilize temporary inter-fund borrowing. Some districts may need to consider a two-step cash management plan utilizing two separate TRANS issuances to meet cash flow needs.

**These cash management challenges make it even more imperative that we consider reserve levels greater than the minimums required within the State's Criteria and Standards.** As always, reserves are especially critical in order to have sufficient cash to meet payroll and other obligations.

## **Impact of Redevelopment Agency Dissolution**

For 2011-12, the State assumed \$1.7 billion in savings due to the implementation of ABX1 26 and AB1X 27. As a result, principal apportionments were reduced by \$1.7 billion in the Advance and by \$890 million in the P-1 Principal Apportionment. The May Revision estimates that residual property taxes from Redevelopment Property Tax Trust Funds (RPTTF) will be \$818 million for 2011-12 and \$991 million for 2012-13. The State's actual savings has yet to be determined for 2011-12; however, it is unclear if the \$818 million estimate for 2011-12 will materialize. DOF and CDE officials have told us that they will honor the county auditor P-2 estimates for local property taxes reported through the CDE Revenue Software.

In addition, the advance principal apportionment will be reduced by \$1.2 billion. The May Revision includes a proposal that will require "successor agencies to transfer cash assets not obligated or reserved for legally authorized purposes to cities, counties, special districts, and K-12 schools in 2012-13." This money will be redirected to K-12 school districts as local property tax revenues, thereby reducing the State's general fund obligations for Proposition 98.

## **Reserve for Economic Uncertainties**

The revised 2009-10 Enacted Budget lowered the minimum reserve requirement levels for economic uncertainties to 1/3 the percentage level adopted by the State Board of Education as of May 1, 2009. SB 70 extended this provision for both 2010-11 and 2011-12. However, school districts are required to make progress in the 2012-13 fiscal year to return to compliance with the specified standards and criteria adopted by the State Board of Education. By fiscal year 2013-14, school districts must meet compliance and restore the reserves to the percentage adopted by the State Board of Education as of May 1, 2009. We believe that the percentages established in the Criteria and Standards for reserves prior to the current Enacted Budget are the BARE MINIMUM. If a school district reduces the minimum reserve levels, it would take budget reductions of twice the amount of the lowered reserve levels to fully restore the reserve by June 30, 2014. With the continued deferral of apportionments, it is more critical than ever to maintain higher levels of reserves for cash flow purposes. A school district needs a state loan when they run out of cash and do not have any other borrowing options even if the school district has a positive fund balance.

Basic aid school districts are advised to maintain reserves much greater than the State required minimum because they do not have the prior year ADA protection provided to school districts under Education Code 42238.5, whereby revenue limit funding is based on ADA for either the current or prior fiscal year, whichever is greater.

Dependency on property taxes means dependency on assessed property values. Greater than minimum reserves provide a buffer in the event that assessed values fall short of projections. Due to the continuing economic uncertainties and its impact on assessed values, reserves are more critical than ever before. Moreover, basic aid districts whose student population is growing do not receive additional funding. For these reasons and the growing loss from "fair share" reductions, higher than minimum reserves are critically important.

## **Negotiations**

When considering a multi-year contract, school districts need to be very flexible and have appropriate contingency language, such as basing compensation increases on "funded COLA" or "effective COLA." There may be different COLAs and deficits for revenue limits versus categorical programs and this should be considered during negotiations.

It is important to remember that the Governor's May Revision Proposed 2012-13 State Budget provides flat revenue limit funding, but is predicated on the passage of the November 2012 tax initiative. If it fails, "trigger language" would be implemented effective January 1, 2013 and would result in a reduction of approximately \$441/ADA per Department of Finance (DOF) calculations.

The May Revision provides increased flexibility for school districts by authorizing a reduction to the school year by up to 15 days combined over 2012-13 and 2013-14. This would have to be negotiated through the collective bargaining process. School districts that intend to seek a reduction in employee compensation through negotiations should be advised to begin those negotiations prior to the adoption of the 2012-13 budget. Case law and PERB decisions underscore the duty to meet and negotiate in good faith requires the parties to begin negotiations prior to the adoption of the final (school district) budget for the ensuing year sufficiently in advance of such adoption date so that there is adequate time for agreement to be reached, or for the resolution of an impasse. School districts need to consider this as they negotiate changes to collective bargaining agreements.

### **Summary**

We recognize that these are extraordinary economic times and it is difficult to develop financial plans. School district budgets should be managed with an eye to the significant downside risk created by the State's ongoing structural deficit and any mid-year reductions that would result under the Governor's budget proposals related to the failure of his proposed tax measure. In these times of great economic and budgetary uncertainty, school districts need reserves that are much greater than the minimum. We commend the districts of Marin County for their efforts in maintaining strong reserves.

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

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

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

**Sausalito Marin City School District**  
**Office of the Superintendent**

**Date:** June 14, 2012  
**To:** Board of Trustees  
**From:** Valerie Pitts, Superintendent  
**Re:** Discussion: Enrollment and Staffing

Background

Sausalito Marin City School District enrollment is projected to decrease by 25 students since the 2011-12 CBEDS report in October, 2011. Factors that affect staffing include projects, school goals, program changes/enhancements, contracts, grants and cost containment strategies – e.g. direct hire versus contracts with non-public agencies.

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

Analysis

Attached is the district's enrollment and staffing report indicating 2012-2013 enrollment and staffing levels. This includes confidential, certificated (teachers and certified administrators) and classified FTE. Increases are partially due to the consistent application of class size, classified support formulas and the realignment of district wide focus on student achievement and interventions.

Legal Implications

Compliance with Ed Code Hiring/Reduction in Force statutes and STA and CSEA contract agreements is required. In addition, the board has policy for class size K-5 and 6-8.

Recommendation

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

Backup attached: Yes ☒ No ☐

# SAUSALITO MARIN CITY SCHOOL DISTRICT ENROLLMENT AND STAFFING

June 14, 2012

Enrollment	
	2012-2013
Bayside Elem.– K-4	76
MLK Jr. Academy – 5-8	49
<b>DISTRICT TOTAL</b>	<b>125</b>

\*Enrollment is based on current grade enrollment and projection for Kindergarten (based on registration)

Sausalito Marin City School District Employees	
	2012-2013
Certificated	18.8 FTE
Classified ~ Support Staff	12.16 FTE
Classified Management	2 FTE
Confidential	2 FTE
<b>DISTRICT TOTAL</b>	<b>34.96 FTE</b>

District Certificated Instructional Full Time Equivalent (FTE) Staffing	
2012-2013	Direct Hire from Outside Contractor from 2011-12 to 2012-13
14 FTE	2.00 FTE

Bayside Elementary Certificated Staffing 2012-2013				
Self-Contained	Grade	Classes	# of Students	Average Class Size
	K	1	17	17:1
	1	1	21	21:1
	2/3	1	18	18:1
	3/4	1	20	20:1
<b>TOTAL</b>		<b>5</b>	<b>76</b>	<b>19:1</b>
Specialists		FTE	Grades Served	Comments
	Music	.5	K-4	Serves both BSE and MLK
	Motor Skills/PE	.5	K-4	Serves both BSE and MLK
	Counselor	.5	K-4	Serves both BSE and MLK
	Art	.5	K-4	Serves both BSE and MLK
	Spanish	.5	K-4	Serves both BSE and MLK

	Special Education	1.0	K-4	Serves both BSE and WCA
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MLK Jr. Academy Certificated Staffing 2011-2012		
Grade	# of Students	Average Core Class Size
5 <sup>th</sup> Grade	15	15:1
6-8 Math	11	11:1
6-8 LA/SS	12	12:1
6-8 Science	11	11:1
<b>TOTAL</b>	<b>49</b>	<b>12.25:1</b>

\*Self Contained

Specialists		FTE	Grades Served	Comments
	Music	.5	5-8	Serves both BSE and MLK
	Motor Skills/PE	.5	5-8	Serves both BSE and MLK
	Counselor	.5	5-8	Serves both BSE and MLK
	Art	.5	5-8	Serves both BSE and MLK
	Spanish	.5	5-8	Serves both BSE and MLK
	Special Education	1.0	5-8	

District Certificated Management/Non-Teaching FTE Staffing		
Classification	2011-2012	2012-2013
Superintendent (MCOE)	.4 FTE	.4 FTE
Special Education, Director (MCOE contract)	.4 FTE	.4 FTE
Principals	1.0 FTE	2.0 FTE
Assistant Principals*	2.0 FTE	1.0 FTE
<b>DISTRICT TOTAL</b>	<b>3.8 FTE</b>	<b>3.8 FTE</b>

\*MCF VAPA Grant

District Wide Certificated Services Staffing 2011-2012		
	2011-2012	2012-2013
Psychologist (MCOE contract)	.3 FTE	.3 FTE
Nurse (MCOE contract)	.3 FTE	.2 FTE
Speech (OPEN)	.6 FTE	.4 or .6 FTE
<b>DISTRICT TOTAL</b>	<b>.3 FTE</b>	<b>.3 FTE</b>

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6-14-12



**Sausalito Marin City School District**  
**Office of the Superintendent**

**Date:** June 14, 2012  
**To:** Board of Trustees  
**From:** Valerie Pitts, Superintendent  
**Re:** Action: Authorization to Sign on Behalf of the Governing Board for the 2012/2013 School Year

Background

The Board annually authorizes certain individuals to sign orders and other documents on behalf of the Governing Board of the Sausalito Marin City School District, subject to further Board action limiting or extending this authority and notification to the County Superintendent and the County Auditor of such action.

Analysis

The board will consider Resolutions for the following individuals for the 2012/2013 school year:

- Superintendent, Resolution #664
- Business Manager, Resolution #665
- Assistant to the Business Manager, Resolution #666
- Authorization to Sign on Behalf of the Governing Board – Assistant to the Superintendent, Resolution #667

Financial Impact

None.

Legal Implications

Authorizations are made pursuant to the provisions of Education Code Section 42630 to 42633 (School Districts) not to exceed one fiscal year.

Recommendation

The Superintendent recommends the Board approve Resolutions #664, 665, 666, 667 and 669.

Backup attached: Yes \_\_\_x\_\_\_ No \_\_\_\_\_



RESOLUTION 664  
of the Governing Board of the

Sausalito Marin City School/College District  
County of Marin, State of California

**AUTHORIZATION TO SIGN ON BEHALF OF THE GOVERNING BOARD**

Sausalito, California

June 14, 2012

City

Date

Pursuant to the provisions of Education Code Section 42630 to 42633 (School Districts) and 85230 to 85233 (Community College Districts) and other legal provisions, the members of the governing board of the above-named school/college district hereby authorize the officer or employee whose name and signature appear below to sign orders and other documents on behalf of the governing board of said school/college district during the period 07/01/12-06/30/13 (not to exceed one fiscal year), subject to further board action limiting or extending this authority and notification to the County Superintendent and the County Auditor of such action.

Valerie Pitts, Ed.D. IS AUTHORIZED TO SIGN THE FOLLOWING ON BEHALF OF THE BOARD:  
Name (Typed)

Superintendent

Title

Please Indicate  
"Yes" or "No"

Signature

**Cash Receipt / Disbursement Authorization**

Endorsement Checks .....	<u>X</u>	_____
Journal Vouchers Requests .....	<u>X</u>	_____
Loan Request -Tax Anticipation Note (TAN) .....	<u>X</u>	_____
Payroll Order Certification .....	<u>X</u>	_____
Request for Hand Warrant .....	<u>X</u>	_____
Vendor Payment Certification .....	<u>X</u>	_____
Deposit Transmittal. ....	<u>X</u>	_____

**Attendance Reporting**

Attendance Certifications .....	<u>X</u>	_____
Request for Inter-district Attendance Permit .....	<u>X</u>	_____

**State and Federal Reporting**

Applications for K-3 Class Size Reduction Operations .....	<u>X</u>	_____
Audit Findings-Certification of Corrective Action.....	<u>X</u>	_____
Certification of IDEA Funds. (Resource 3310) .....	<u>X</u>	_____
Deferred Maintenance Certification .....	<u>X</u>	_____
Independent Auditor Selection Form .....	<u>X</u>	_____
K-12 Revenue Limit Certifications .....	<u>X</u>	_____
Morgan-Hart Class Size Reduction Program Application (J10).....	<u>X</u>	_____
Reduction to Categorical program Funding Basic Aid Districts .....	<u>X</u>	_____
Report of Enrollment for K-3 Class Size Reduction Program (J7) .....	<u>X</u>	_____
Salary and Benefit Schedule (J90) .....	<u>X</u>	_____

Other (Please Specify). .... \_\_\_\_\_

Signed by a majority of trustees (Original signatures required on all copies):

_____	_____	_____
_____	_____	_____
_____	_____	_____

Distribution: 1 copy -- School District  
1 copy - Marin County superintendent of Schools  
G: ctoepfer\Forms\auth to sign 4/08



RESOLUTION 665  
of the Governing Board of the

Sausalito Marin City School/College District  
County of Marin, State of California

**AUTHORIZATION TO SIGN ON BEHALF OF THE GOVERNING BOARD**

Sausalito, California

June 14, 2012

City

Date

Pursuant to the provisions of Education Code Section 42630 to 42633 (School Districts) and 85230 to 85233 (Community College Districts) and other legal provisions, the members of the governing board of the above-named school/college district hereby authorize the officer or employee whose name and signature appear below to sign orders and other documents on behalf of the governing board of said school/college district during the period 07/01/12-06/30/13 (not to exceed one fiscal year), subject to further board action limiting or extending this authority and notification to the County Superintendent and the County Auditor of such action.

Paula Rigney IS AUTHORIZED TO SIGN THE FOLLOWING ON BEHALF OF THE BOARD:  
Name (Typed)

Business Manager

Title

Please Indicate  
"Yes" or "No"

Signature

**Cash Receipt / Disbursement Authorization**

Endorsement Checks .....	<u>X</u>	_____
Journal Vouchers Requests .....	<u>X</u>	_____
Loan Request -Tax Anticipation Note (TAN) .....	<u>X</u>	_____
Payroll Order Certification .....	<u>X</u>	_____
Request for Hand Warrant .....	<u>X</u>	_____
Vendor Payment Certification .....	<u>X</u>	_____
Deposit Transmittal .....	<u>X</u>	_____

**Attendance Reporting**

Attendance Certifications .....	<u>X</u>	_____
Request for Inter-district Attendance Permit .....	_____	<u>X</u>

**State and Federal Reporting**

Applications for K-3 Class Size Reduction Operations .....	<u>X</u>	_____
Audit Findings-Certification of Corrective Action .....	<u>X</u>	_____
Certification of IDEA Funds. (Resource 3310) .....	<u>X</u>	_____
Deferred Maintenance Certification .....	<u>X</u>	_____
Independent Auditor Selection Form .....	<u>X</u>	_____
K-12 Revenue Limit Certifications .....	<u>X</u>	_____
Morgan-Hart Class Size Reduction Program Application (J10) .....	<u>X</u>	_____
Reduction to Categorical program Funding Basic Aid Districts .....	<u>X</u>	_____
Report of Enrollment for K-3 Class Size Reduction Program (J7) .....	<u>X</u>	_____
Salary and Benefit Schedule (J90) .....	<u>X</u>	_____

Other (Please Specify) .....

Signed by a majority of trustees (Original signatures required on all copies):

_____	_____	_____
_____	_____	_____
_____	_____	_____

Distribution: 1 copy - School District  
1 copy - Marin County superintendent of Schools  
G: ctoepfer\FORMS\auth to sign 4/08



RESOLUTION 666  
of the Governing Board of the

Sausalito Marin City School/College District  
County of Marin, State of California

**AUTHORIZATION TO SIGN ON BEHALF OF THE GOVERNING BOARD**

Sausalito, California

June 14, 2012

City

Date

Pursuant to the provisions of Education Code Section 42630 to 42633 (School Districts) and 85230 to 85233 (Community College Districts) and other legal provisions, the members of the governing board of the above-named school/college district hereby authorize the officer or employee whose name and signature appear below to sign orders and other documents on behalf of the governing board of said school/college district during the period 07/01/12-06/30/13 (not to exceed one fiscal year), subject to further board action limiting or extending this authority and notification to the County Superintendent and the County Auditor of such action.

Vida Moattar IS AUTHORIZED TO SIGN THE FOLLOWING ON BEHALF OF THE BOARD:  
Name (Typed)

Assistant to the Business Manager  
Title

Signature

Please Indicate  
"Yes" or "No"

**Cash Receipt / Disbursement Authorization**

Endorsement Checks .....	<u>          </u> <u>X</u>
Journal Vouchers Requests .....	<u>          </u> <u>X</u>
Loan Request -Tax Anticipation Note (TAN) .....	<u>          </u> <u>X</u>
Payroll Order Certification .....	<u>          </u> <u>X</u>
Request for Hand Warrant .....	<u>          </u> <u>X</u>
Vendor Payment Certification .....	<u>          </u> <u>X</u>
Deposit Transmittal .....	<u>          </u> <u>X</u>

**Attendance Reporting**

Attendance Certifications .....	<u>          </u> <u>X</u>
Request for Inter-district Attendance Permit .....	<u>          </u> <u>X</u>

**State and Federal Reporting**

Applications for K-3 Class Size Reduction Operations .....	<u>          </u> <u>X</u>
Audit Findings-Certification of Corrective Action.....	<u>          </u> <u>X</u>
Certification of IDEA Funds. (Resource 3310) .....	<u>          </u> <u>X</u>
Deferred Maintenance Certification .....	<u>          </u> <u>X</u>
Independent Auditor Selection Form .....	<u>          </u> <u>X</u>
K-12 Revenue Limit Certifications .....	<u>          </u> <u>X</u>
Morgan-Hart Class Size Reduction Program Application (J10) .....	<u>          </u> <u>X</u>
Reduction to Categorical program Funding Basic Aid Districts .....	<u>          </u> <u>X</u>
Report of Enrollment for K-3 Class Size Reduction Program (J7) .....	<u>          </u> <u>X</u>
Salary and Benefit Schedule (J90) .....	<u>          </u> <u>X</u>

Other (Please Specify) .....

<u>Fingerprint Requests</u> .....	<u>X</u>
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Signed by a majority of trustees (Original signatures required on all copies):

_____	_____	_____
_____	_____	_____
_____	_____	_____

Distribution: 1 copy - School District  
1 copy - Marin County superintendent of Schools  
G: ctoepfer\FORMS\auth to sign 4/08



RESOLUTION 667  
of the Governing Board of the

Sausalito Marin City School/College District  
County of Marin, State of California

**AUTHORIZATION TO SIGN ON BEHALF OF THE GOVERNING BOARD**

Sausalito, California  
City

June 14, 2012  
Date

Pursuant to the provisions of Education Code Section 42630 to 42633 (School Districts) and 85230 to 85233 (Community College Districts) and other legal provisions, the members of the governing board of the above-named school/college district hereby authorize the officer or employee whose name and signature appear below to sign orders and other documents on behalf of the governing board of said school/college district during the period 07/01/12-06/30/13 (not to exceed one fiscal year), subject to further board action limiting or extending this authority and notification to the County Superintendent and the County Auditor of such action.

Kathleen D. Blazei IS AUTHORIZED TO SIGN THE FOLLOWING ON BEHALF OF THE BOARD:  
Name (Typed)

Assistant to the Superintendent  
Title

\_\_\_\_\_  
Signature

Please Indicate  
"Yes" or "No"

**Cash Receipt / Disbursement Authorization**

Endorsement Checks .....	_____ <u>X</u>
Journal Vouchers Requests .....	_____ <u>X</u>
Loan Request -Tax Anticipation Note (TAN) .....	_____ <u>X</u>
Payroll Order Certification .....	_____ <u>X</u>
Request for Hand Warrant .....	_____ <u>X</u>
Vendor Payment Certification .....	_____ <u>X</u>
Deposit Transmittal .....	_____ <u>X</u>

**Attendance Reporting**

Attendance Certifications .....	_____ <u>X</u>
Request for Inter-district Attendance Permit .....	_____ <u>X</u>

**State and Federal Reporting**

Applications for K-3 Class Size Reduction Operations .....	_____ <u>X</u>
Audit Findings-Certification of Corrective Action.....	_____ <u>X</u>
Certification of IDEA Funds. (Resource 3310) .....	_____ <u>X</u>
Deferred Maintenance Certification .....	_____ <u>X</u>
Independent Auditor Selection Form .....	_____ <u>X</u>
K-12 Revenue Limit Certifications .....	_____ <u>X</u>
Morgan-Hart Class Size Reduction Program Application (J10) .....	_____ <u>X</u>
Reduction to Categorical program Funding Basic Aid Districts .....	_____ <u>X</u>
Report of Enrollment for K-3 Class Size Reduction Program (J7) .....	_____ <u>X</u>
Salary and Benefit Schedule (J90) .....	_____ <u>X</u>

Other (Please Specify) . . . Revolving Cash . . . . . X

Signed by a majority of trustees (Original signatures required on all copies):

_____	_____	_____
_____	_____	_____
_____	_____	_____

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