

Sausalito Marin City School District Agenda

Created: March 21, 2011 at 01:17 PM

Board Meeting

March 24, 2011

Thursday, 07:00 PM

District Office
630 Nevada Street
Sausalito

Sausalito Marin City School District Board Meeting Procedures

Agendas are posted at the District Office and at the Bayside Elementary School Office, 630 Nevada Street, Sausalito. An agenda is also posted at Martin Luther King, Jr. Academy, 200 Phillips Drive, Marin City.

Agendas are posted 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.

And

Mark Trotter Via Teleconference

2630 Hillcrest Ave, Tahoe City, CA 96145

CLOSED SESSION: 6:00 PM

OPEN SESSION: 7:00 PM

CALL TO ORDER

1. Addressing the Board Prior to Closed Session (1)

Persons wishing to address the Board on items on the closed session agenda may do so at this time. (Turn in completed card; 3-minute time limit for presentation.)

CLOSED SESSION

1. With respect to every item of business to be discussed pursuant to Government Code 54957: PERSONNEL (1)

The Board will meet with District Legal Counsel, Alison Neufeld.

2. With respect to every item of business to be discussed in closed session pursuant to Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR (1)

Chief Negotiator for Sausalito Marin City School District: Alison Neufeld
Negotiations with: Sausalito District Teachers Association (SDTA)

OPEN SESSION

1. Report Out from Closed Session (P)

2. Pledge of Allegiance (D)

3. Approval of Agenda Order (P)

4. Addressing the Board Prior to Open Session (D)

Persons wishing to address the Board on open session items on the agenda or items not on the agenda may do so at this time. (Turn in completed card; 3-minute time limit for presentation. Regarding comments on items that are not on the agenda, Board members may listen to your presentation but are prohibited by the Brown Act from making a response.)

RECOGNITION

1. Recognition of Dr. Debra A. Bradley, Superintendent (D)

Superintendent Dr. Debra A. Bradley has announced her retirement effective July 1, 2011.

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

1. California School Employees Association (D)

Mr. Julius Holtzclaw, President, CSEA Golden Gate Chapter 394, will sunshine the Association's proposed initial contract proposal 2010/2013 for active employees.

PRESENTATIONS

1. School Gardens (D)

Ms. Marika Bergsund, GrowingGreat, and Coordinator of the Milagro Foundation/Kellogg grant, will provide the Board with an update on the progress of the gardens at Martin Luther King, Jr. Academy, Bayside Elementary School and Willow Creek Academy.

Ms. Shelly Brown, Executive Director and Ms. Ruthie Moutafian, Program Associate of the Milagro Foundation will make additional comments at the conclusion of the school gardens presentation.

2. First 5 Marin Children and Families Commission and Marin City School Readiness Project

(D)

Ms. Barbara Clifton Zarate, MPH, Program Manager for First 5 Marin Children and Families Commission and Ms. LaDonna Bonner, Project Coordinator for the Marin City School Readiness Project, will make a presentation to the Board.

EDUCATION

1. Principal's Report - Bayside Elementary School (P)

2. Principal's Report - Martin Luther King, Jr. Academy (P)

3. Head of School's Report - Willow Creek Academy (P)**4. Enrollment Report (D)**

Status of enrollment at Bayside School, Martin Luther King Jr. Academy and Willow Creek Academy, effective March 18, 2011.

BUDGET**1. Willow Creek Academy Second Interim Report (P)**

The Board will consider acceptance of the Second Interim Report for Willow Creek Academy to comply with State regulations.

2. Willow Creek Academy Financial Report (P)

Financial Statements for January and February 2011

3. FSG Contract Extension and Funding (P)

The Board will discuss the extended work request raised for discussion at the March 10, 2011 board meeting.

4. Service Contract with Middleton, Young and Minney LLP (D) (P)

The Board will discuss a service contract with Middleton, Young and Minney LLP in an amount not to exceed \$18,000.

5. Service Contract with Orbach, Huff & Suarez LLP (D) (P)

The Board will consider a service contract with Orbach, Huff & Suarez LLP for Phase II of the Willow Creek Academy project due to relocation by legal counsel.

CONSENT AGENDA**1. Approval of the minutes of the regular board meeting of February 17, 2011 (P) (C)****2. Approval of the minutes of the Facilities Committee meeting of February 23, 2011**

(P) (C)

3. Approval of the minutes of the 4:30 pm special board meeting of March 2, 2011 (P) (C)**4. Approval of the minutes of the 7:30 pm special board meeting of March 2, 2011 (P) (C)****5. Approval of the minutes of the special board meeting of March 10, 2011 (P) (C)****6. Ratification of Field Trip to Muir Woods (P) (C)**

Address: Mill Valley; Date: 03/14/11; Teachers: Cassidy/Scullion; Grades: 1/2; Standards Supported: Life Science 2.0; Funding: YMCA; Cost: No cost to the District

7. Ratification of Field Trip to Muir Woods & Pan Toll (P) (C)

Address: Mill Valley; Date: 03/18/11; Teachers: Hammons/Franz/Mitchell; Grades: 3/4/5; Standards Supported: Life Science 2.0/3.0; Funding: YMCA; Cost: No cost to the District

- 8. Approval of the Education Technology Plan, July 1, 2011 - June 30, 2014** (P) (C)
- 9. Approval of the Bilingual Tester Waiver Request** (P) (C)
- 10. Ratification of the 2010/2011 District Emergency Preparedness Plans** (P) (C)
- 11. Acceptance of the resignation of employee #47032 effective February 1, 2011** (P) (C)
- 12. Acceptance of the resignation of Employee #47063 effective March 25, 2011** (P) (C)
- 13. Acceptance of the resignation of Employee #47011 effective June 30, 2011** (P) (C)
- 14. Payment of Warrants** (P) (C)
Payment of warrants under:

Batch 43 Fund 01 in the amount of \$43,131.11
Batch 43 Fund 13 in the amount of \$2,911.58
Batch 43 Fund 40 in the amount of \$896.25
Batch 44 Fund 01 in the amount of \$80,414.81
Batch 44 Fund 13 in the amount of \$10.25
Batch 45 Fund 01 in the amount of \$25,460.82
Batch 45 Fund 13 in the amount of \$11.65
Batch 46 Fund 01 in the amount of \$21,700.08
Batch 46 Fund 13 in the amount of \$2,427.70
Batch 47 Fund 01 in the amount of \$104,518.87
Batch 47 Fund 13 in the amount of \$2,545.00
Batch 47 Fund 40 in the amount of \$36,446.37
Batch 48 Fund 01 in the amount of \$98,115.43
Batch 49 Fund 40 in the amount of \$13,918.80
Batch 50 Fund 01 in the amount of \$53,648.69
Batch 50 Fund 13 in the amount of \$2,920.35
Batch 50 Fund 40 in the amount of \$3,139.80
Batch 51 Fund 40 in the amount of \$7,480.00

ADMINISTRATIVE AND EXTERNAL

- 1. Resolution #633 to support placing a measure on the June 2011 ballot calling for a revenue extension to protect schools and students** (P)
- 2. Resolution 634 to support Senate Constitutional Amendment 5 (SCA 5) to reduce the two-thirds vote requirement on parcel taxes to 55%** (P)

REPORTS

- 1. President's Report** (P)
- 2. Board Member Reports** (P)
- 3. Superintendent's Report** (P)

SAVE THE DATE

1. Future District Board Meeting Dates (D)

All meetings are held at the District Office, 630 Nevada Street, Sausalito at 7:00 pm unless otherwise noted. *The first meeting date of each month will be allocated to, additional special meetings on facilities issues, special meetings, community forums, etc. as needed. The only or second meeting date of each month will be allocated to regular board meetings.

April 7*
 April 28
 May 12*
 May 24 - Tuesday
 June 9 - Two meetings in June
 June 23
 July 28 - One July meeting – summer break
 August 11*
 August 25
 September 8*
 September 22
 October 13*
 October 27
 November 17 - One November meeting – holidays
 December 8*
 December 15

2. Future Charter School Board Meeting Dates (D)

Unless other noticed, all meetings are held at 6:30 pm on the school campus, 630 Nevada Street, Sausalito, CA. All meetings are the 3rd Wednesday of the month.

April 20
 May 18
 June 15

3. Upcoming Events and Important Dates (D)

March 29 MLK Parent Student Teacher Conferences; MLK Minimum Day

March 31 MLK Parent Student Teacher Conferences; MLK Minimum Day

April 4 Annual Dinner Meeting for Trustees and Superintendents (MCSBA)

April 7 Second Community Meeting on District Vision, Superintendent Search and District Structure; 6:00 pm; Bayside Elementary School Multipurpose Room; 630 Nevada St., Sausalito

April 9-11 NSBA Annual Conference

April 11-15 Spring Recess – No School - All Schools

April 15 Classified In Lieu Holiday

April 19 Parent Leadership Cohort; Parent Center; 5:30 – 7:30 pm

April 21 Third Community Meeting on District Vision, Superintendent Search and District Structure; 6:00 pm; MLK, 200 Phillips Drive, Marin City

April 23 Dancing with Your Star Family Dance Class; Parent Center; 10:00 to 11:00 am (Saturday)

April 30 Dancing with Your Star Family Dance Class; Parent Center; 10:00 to 11:00 am (Saturday)

May 7 Dancing with Your Star Family Dance Class; Parent Center; 10:00 to 11:00 am (Saturday)

May 14 Dancing with Your Star Family Dance Class; Parent Center; 10:00 to 11:00 am (Saturday)

May 18 Bayside Open House, approximate start time 6:00 pm

May 21 Dancing with Your Star Family Dance Class; Parent Center; 10:00 to 11:00 am (Saturday)

May 25 MLK Open House, approximate start time 6:00 pm; WCA Open House, 6:30 pm

May 26 Golden Bell Education Evening

May 30 Memorial Day – No School - All Schools

ADJOURNMENT

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California School Employees Association Golden Gate Chapter 394

Executive Board Members

Julius Holtzclaw
Chapter President

Edgar Furlong
Vice President

Shokona Bowie
Secretary

Louis Edney III
Treasurer

February 16, 2011

Debra Bradley, Superintendent
Sausalito Marin City School District
630 Nevada Street
Sausalito, CA 94965

Via hand delivery to the Office of the Superintendent

Re: Negotiations with CSEA and it's Golden Gate Chapter #394

Dear Superintendent Bradley:

In accordance with Article XVIII Negotiations Procedures, the California School Employees Association and its Golden Gate Chapter #394 herein submit their desire to negotiate the following:

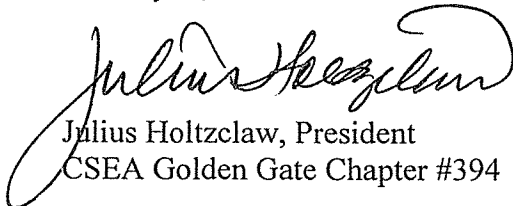
Article XIX – Duration

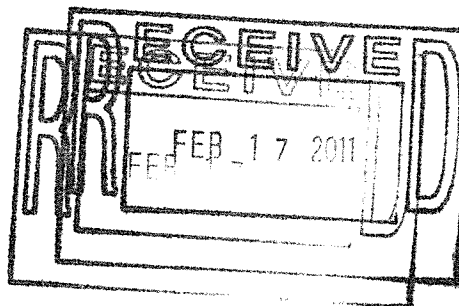
- A new contract term from July 1, 2010 to June 30, 2013

In addition, we want to preserve the right to re-open Article VII Health and Welfare Benefits at a date in the near future.

We look forward to a mutually positive negotiations session with you.

Thank you,


Julius Holtzclaw, President
CSEA Golden Gate Chapter #394



Enrollment Count for 03/18/2011

Bayside

Grade	TOTAL
0	18
1	22
2	21
3	20
4	23
5	19
	<u>123</u>

Increase

1

MLK

Grade	TOTAL
6	14
7	13
8	17
	<u>44</u>

No Change

Enrollment Count for 03/18/2011

WCA

Grade	TOTAL
0	34
1	34
2	23
3	23
4	20
5	21
6	22
7	27
8	15
	<u>219</u>
No Change	

Willow Creek

March 08, 2011

Margaret Bonardi
Sausalito-Marin City School District
630 Nevada Street
Sausalito, CA 94965

Subject: 2010/11 Second Interim Budget Submission

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

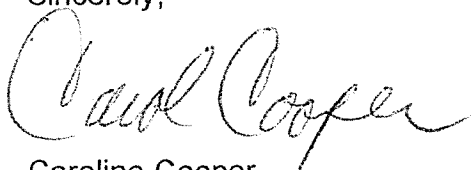
- 2010/11 Second Interim, Charter Schools Enterprise Fund, Revenues, Expenses and Changes in Net Assets (Form 62I)
- 2010/11 Second Interim, Average Daily Attendance (Form AIDC)
- 2010/11 Second Interim, Cashflow Worksheet (Form CASH)
- Charter School Certification (CI)

Also included are the following items requested by the County:

- Multi-Year Budget
- January 31, 2011 Bank Statement and corresponding bank reconciliation
- General Ledger as of January 31, 2011

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

Sincerely,



Caroline Cooper
Head of School

Willow Creek

Willow Creek Academy, assumptions for the budget, year ending June 30, 2011

- Enrollment reduced to 215 for this budget revision.
- Federal and State revenues reflect the latest available information.
- Private Revenues from sources consistent over past years are budgeted based on current information.
- Other Local Revenues include the District Supplemental Grant per the current District agreement.
- Salaries reflect an increase of \$18,000 for professional development stipends, an increase in the Assistant Head of School from .60 FTE to .80 FTE in March and the addition of 1 FTE Classified Teacher in January.
- Non Capitalized Equipment decreased by \$30,000 with an offsetting increase in Other Services and Supplies.
- The above generate budgeted Net Revenues for the year of \$3,704.

Willow Creek

Assumptions for the Multi Year Budget Projection:

- Enrollment is projected to increase to 235 in years 11/12 and 12/13.
- General purpose and Categorical revenue was calculated using the SSC 2011 Financial Projection Dartboard.
- Class Size Reduction Revenue was projected through 2012/13 using 2010/11 as the base apportionment.
- Other Local Revenue-District Grant current year funding was carried forward until further information is received based on future year's negotiations.
- Other Local Revenue grants that are historically received each year have been carried forward to future years.
- Food Service Revenue and Expenses were calculated using an estimated per pupil amount multiplied by the estimated enrollment.
- Certificated and Classified Salaries for years 11/12 and 12/13 were calculated with no cost of living adjustment. One additional classified teacher is budgeted.
- Textbooks, Instructional Materials, Other Materials and Non-Capitalized Equipment and Services/Operating Expenses were all increased slightly for years 11/12 and 12/13.
- Special Education Encroachment expense was carried forward at the same amount as 10/11. This is subject to change as further information regarding future year encroachment expenses are received from the District.

Filter Criteria includes: Report order is by ID. Report is printed in Detail Format.

Willow Creek Academy
General Ledger Trial Balance
As of Jan 31, 2011

Account ID	Account Description	Original Budget	Revised Budget	Actuals to Date	Account Balance
110100011110000	Teacher Salaries-Regular	708,861	676,246	331,342	344,904
110111001110000	Teacher Salaries-Regular-Lottery	2,625	23,183	20,000	3,183
110132051110000	Teacher Salaries-Regular-Ed Jobs	0	31,662	15,831	15,831
110153101110000	Teacher Salaries-CNSP	0	8,000	4,000	4,000
110190201110000	Teacher Salaries-Spanish	0	30,000	15,000	15,000
110200011110000	Teacher Salaries-Substitute	16,000	24,850	10,005	14,845
110500011110000	Teacher Stipend	5,250	18,048	13,469	4,579
110590811110000	Teacher Stipend-Art	0	7,000	0	7,000
131100000027000	Principal Salaries-Regular	103,000	103,000	60,083	42,917
132100000027000	VP/Dean Salaries-Regular	60,000	40,800	18,000	22,800
132500000027000	Admin Stipend	0	548	548	0
210100011110000	Class Teach/Inst Aide Sal-Reg	129,152	94,443	37,328	57,115
210130101110000	Class Teach/Inst Aide Sal-NCLB	37,009	38,557	23,172	15,385
210200001110000	Class Teach/Inst Aide Sal-Sub	0	247	247	0
210500001110000	Class Teach/Inst Aide Stipend	0	1,315	1,315	0
240100000027000	Cler/Office/Tech Salaries-Reg	63,779	66,872	37,487	29,385
240500000027000	Cler/Office/Tech Stipend	0	658	658	0
330100000027000	Social Security/Medicare Cert	12,470	10,857	5,941	4,916
330100011110000	Social Security/Medicare Cert	55,652	56,083	28,450	27,633
330153101110000	Social Sec/Medicare Cert-CNSP	0	504	266	238
330190201110000	Social Sec/Medicare Cert-Span	0	1,892	996	896
330200000027000	Social Security/Medicare Class	4,879	5,166	2,918	2,248
330200011110000	Social Security/Medicare Class	12,711	9,898	4,554	5,344
340100000027000	Health & Welfare Certificated	4,988	5,010	2,922	2,088
340100011110000	Health & Welfare Certificated	23,012	29,507	16,771	12,736
340153101110000	Health & Welfare Cert-CNSP	0	458	245	213
340190201110000	Health & Welfare-Spanish	0	1,718	918	800
340200011110000	Health & Welfare Class Tea	9,621	6,750	4,250	2,500
350100000027000	Unemployment Insurance Cert	1,174	1,035	566	469
350100011110000	Unemployment Insurance Cert	5,238	5,546	2,813	2,733
350153101110000	Unemployment Ins Cert-CNSP	0	58	23	35
350190201110000	Unemployment Ins Cert-Spanish	0	216	108	108
350200000027000	Unemployment Insurance Class	459	486	275	211
350200011110000	Unemployment Insurance Class	1,196	969	447	522
350400011110000	UI Local Exp Charge Class	0	1,000	978	22
360100000027000	Workers Compensation Cert	2,559	2,115	1,188	927
360100011110000	Workers Compensation Cert	14,331	10,923	5,544	5,379
360153101110000	Workers Comp Cert-CNSP	0	98	58	40
360190201110000	Workers Comp Cert-Spanish	0	368	194	174
360200000027000	Workers Compensation Class	1,001	1,006	577	429
360200011110000	Workers Compensation Class	2,609	1,928	887	1,041
390100000027000	Other Benefits Certificated	5,250	9,264	5,168	4,096
390100011110000	Other Benefits Certificated	29,750	29,194	14,642	14,552
390153101110000	Other Benefits Certificated-CNSP	0	240	120	120
390190201110000	Other Benefits Certificated-Spanish	0	900	450	450
411000011110000	Textbooks/Core Curricula	14,700	14,700	13,190	1,510
421000011110000	Books/Reference Materials	300	300	292	8
431000011110000	Instruct Materials/Supplies	9,647	10,300	8,586	1,714
431063001110000	Instruct Materials/Supplies-P20	2,353	3,700	0	3,700
431007601110000	Instruct Materials/Supplies-Arts/Music	500	500	0	500
432000000027000	All Other Materials/Supplies	12,500	12,500	7,625	4,875
432053100037000	All Other Mtls/Supply-Food Svc	0	600	588	12
441000000027000	Non-Capitalized Equipment	900	900	296	604
441000011110000	Non-Capitalized Equipment	7,100	17,100	1,828	15,272
441053100003700	Non-Capitalized Equipment-CNSP	2,000	2,000	0	2,000
441091011110000	Non-Capitalized Equipment-LKC Grant	0	20,000	0	20,000
470053100037000	Food Service Expenditures	89,000	93,000	30,186	62,814
531000000027000	Dues and Memberships	3,500	3,500	885	2,615
540000000027000	Insurance	5,000	5,000	2,934	2,066
561000000027000	Equipment Rental	7,500	7,500	3,424	4,076

Filter Criteria includes: Report order is by ID. Report is printed in Detail Format.

Willow Creek Academy
General Ledger Trial Balance
As of Jan 31, 2011

562100000087000	Facilities Fee	31,021	35,293	0	35,293
580600000073000	ARI Administration Contract	39,330	40,850	23,377	17,473
582000000076000	Oversight Fee	31,021	35,293	0	35,293
583000000027000	Advertising/Employment Fees	1,000	1,000	0	1,000
585000000072000	Legal Services Contracts	2,000	4,000	1,494	2,506
585200000071910	Audit Services Contracts	10,000	10,000	7,385	2,615
585600000027000	Technology Service Contracts	4,050	7,000	4,098	2,902
585800000027000	Other Svcs/Operating Expenses	2,000	32,200	743	31,457
585800011110000	Other Svcs/Operating Expenses	9,000	46,399	10,480	35,919
585842031110000	Other Svcs/Op Exp-Title III	0	2,650	2,770	-120
585891011110000	Other Svcs/Op Exp-LKC Grant	0	5,000	0	5,000
586000011110000	Other Svcs/Operating-Fundraising	500	500	0	500
586500000071000	Board Development/Training	1,000	1,000	0	1,000
587500011110000	Staff Development Expense	7,344	7,144	7,162	-18
587540351110000	Staff Development Exp-Title II	2,656	2,856	2,438	418
591000000027000	Postage and Shipping	4,200	4,200	849	3,351
592000000027000	Internet Services	2,500	2,500	1,426	1,074
593000000027000	Telephone/Cell Phones	5,600	5,600	1,548	4,052
690000011110000	Depreciation Expense	4,950	4,950	0	4,950
714165050092000	SPED Encroachment	10,000	10,000	0	10,000
743800000091000	Debt Svcs Interest Payments	1,159	1,159	930	229
743900000091000	Debt Svcs Principal Payments	12,275	12,275	8,026	4,249
809600000000000	In-Lieu Tax Transfers-Curr Yr	995,664	1,046,443	-427,868	618,575
822053100000000	Federal Child Nutrition School	47,738	49,790	-18,958	30,832
829030100000000	Other Fed Rev-NCLB-Title I	37,009	38,557	-22,639	15,918
829032050000000	Other Fed Rev-Ed Jobs Fund	0	31,662	-28,496	3,166
829040350000000	Other Fed Rev-Title IIA-Tchr Q	2,656	2,856	-2,860	-4
843400000000000	Class Size Reduction K-3	85,680	78,246	-18,806	59,440
848000000000000	Categorical Block Grant/Incl EIA	86,542	129,985	-53,876	76,109
852053100000000	Child Nutrition School Program	4,107	4,284	-869	3,415
856011000000000	State Lottery Revenue-Non-Prop	19,638	23,183	-200	22,983
856063000000000	State Lottery Revenue-Prop 20	2,625	3,700	-136	3,564
859000000000000	Other State Revenue	4,000	1,142	-250	892
859007600000000	Other State Revenue-Arts/Music	0	2,858	-1,314	1,544
863453100000000	Food Service Revenue	20,819	21,714	-9,348	12,366
866000000000000	Interest	1,000	1,000	-446	554
869900000000000	Other Local Revenues	0	3,000	-2,992	8
869953100000000	Other Local Rev-Nutrition Grant	0	10,000	0	10,000
869990200000000	Other Local Rev-Spanish Grant	0	30,000	-30,000	0
869990300000000	Other Local Rev-Music Grant	0	25,000	-25,000	0
869990400000000	Other Local Rev-District Grant	328,876	278,097	-180,000	98,097
869990500000000	Other Local Rev-Art Fest	10,000	0	0	0
869990800000000	Other Local Revenues-Arts/Tech	5,250	7,000	-5,996	1,004
869991000000000	Other Local Revenues-LKC Tech Gran	0	25,000	-25,000	0
911000000000000	Cash in US Bank Unrestricted			174,913	
913500000000000	Cash with Fiscal Agent/Trustee			58,464	
920500000000000	Employee Receivable			1,085	
943000000000000	Buildings			50,885	
943500000000000	Accumulated Depr-Buildings			-13,568	
944000000000000	Equipment			10,908	
944500000000000	Accumulated Depr-Equipment			-4,674	
954200000000000	State Unemployment Ins Payable			-791	
954300000000000	Worker's Compensation Payable			3,120	
954500000000000	One-sixth Withholding Payable			-45,798	
956000000000000	Summer 125 Plan Payable			-3,426	
956100000000000	Health Premiums Payable			-99	
964000000000000	Short Term Loans			-5,000	
964300000000000	Current Portion-Capital Lease			-12,275	
966300000000000	Long Term Portion-Capital Leas			-3,295	
979100000000000	Beginning Fund Balance			-188,707	
	Revenue	1,651,604	1,813,517	855,054	958,463

Filter Criteria includes: Report order is by ID. Report is printed in Detail Format.

Willow Creek Academy
General Ledger Trial Balance
As of Jan 31, 2011

- Expenses	-1,649,182	-1,822,087	-833,315	-988,772
Net Income	2,422	-8,570	21,740	-30,310

Willow Creek Academy
Second Interim Multi Year Budget
2010/11

		July 1 Budget 2010-11	1st Interim Budget	2nd Interim Budget	Projected 2011-12	Projected 2012-13
Enrollment		207	216	215	235	235
Estimated ADA		196.65	205.20	204.54	223.25	223.25
COLA	Revenue	0.00%	0.00%	0.00%	0.00%	1.80%
CPI	Expenses	2.00%	1.20%	1.20%	1.70%	2.20%
Revenues						
State and Local Revenues						
Revenue Limit Sources						
8015000000000000	State Aid Entitlement Curr Yr	0	0	0	0	0
8017000000000000	Revenue Limit Adjustment	0	0	0	0	0
8015000000000000	Supplemental Hours Funding	0	0	0	0	0
8096000000000000	In-Lieu Tax Transfers-Curr Yr	995,664	1,049,737	1,046,443	1,142,263	1,162,807
Total Revenue Limit Sources		995,664	1,049,737	1,046,443	1,142,263	1,162,807
Federal Revenues						
8220531000000000	Child Nutrition School Program	47,738	49,790	49,790	55,171	56,494
8290301000000000	Other Fed Rev-NCLB-Title I	37,009	37,858	38,557	38,557	38,557
8290301100000000	Other Fed Rev-ARRA-Title I	0	0	0	0	0
8290320500000000	Other Fed Rev-Education Jobs Fund	0	31,662	31,662	0	0
8290403500000000	Other Fed Rev-Title IIA-Tchr Qua	2,656	2,438	2,856	2,856	2,656
8290420300000000	Other Fed Rev-Title III-LEP	0	0	0	0	0
Total Federal Revenues		87,403	121,748	122,865	96,584	97,707
Other State Revenues						
8434000000000000	Class Size Reduction K-3	85,680	78,246	78,246	78,246	78,246
8480000000000000	Categorical Block Grant/Incl EIA	86,542	130,249	129,985	59,332	61,800
8520531000000000	Child Nutrition School Program	4,107	4,284	4,284	4,662	4,662
8560110000000000	State Lottery Revenue-Non-Prop	19,638	20,000	23,183	28,142	27,739
8560630000000000	State Lottery Revenue-Prop 20	2,625	3,216	3,700	4,428	4,078
8590000000000000	Other State Revenues	4,000	2,377	1,142	1,142	1,142
8590076000000000	Other State Revenues-Arts/Music	0	1,623	2,858	2,858	2,858
8590060200000000	Other State Revenues-Arts/CSIS	0	0	0	0	0
8590739200000000	Other State Revenues-BTSA	0	0	0	0	0
8590739800000000	Other State Revenues-Instr Mtls	0	0	0	0	0
Total Other State Revenues		202,592	239,995	243,399	178,809	180,525
Other Local Revenues						
8634531000000000	Food Service Revenue	20,819	21,714	21,714	23,634	23,634
8660000000000000	Interest	1,000	1,000	1,000	1,000	1,000
8699000000000000	Other Local Revenues	0	1,513	3,000	3,000	3,000
8699531000000000	Other Local Revenues-Nutrition Grant	0	10,000	10,000	0	0
8699902000000000	Other Local Revenues-Spanish Grant	0	30,000	30,000	30,000	30,000
8699903000000000	Other Local Revenues-Music Grant	0	25,000	25,000	25,000	25,000
8699904000000000	Other Local Revenues-District Grant	328,876	274,803	278,097	278,097	278,097
8699905000000000	Other Local Revenues-Art Fest	0	0	0	0	0
8699907000000000	Other Local Revenues-Art Grant	0	0	0	0	0
8699908000000000	Other Local Revenues-Arts/Tech Grant	5,250	5,407	7,000	7,000	7,000
8699910000000000	Other Local Revenues-Art Fest/Tech Grant	10,000	10,000	25,000	0	0
Total Other Local Revenues		365,945	379,437	400,811	367,731	367,731
Total Revenues		1,651,604	1,790,917	1,813,518	1,785,387	1,808,770
Expenses						
Certificated Salaries						
Teacher Salaries						
110100011110000	Teacher Salaries-Regular	708,861	712,846	676,246	739,091	739,091

Willow Creek Academy
Second Interim Multi Year Budget
2010/11

110111001110000	Teacher Salaries-Regular-Lottery	2,625	20,000	23,183	0	0
110130101110000	Teacher Salaries-Regular-NCLB-Title I	0	0	0	0	0
110132051110000	Teacher Salaries-Regular-Ed Jobs	0	31,662	31,662	0	0
110140351110000	Teacher Salaries-Regular-Title IIA	0	0	0	0	0
110153101110000	Teacher Salaries-Regular-CNSP	0	8,000	8,000	0	0
110190201110000	Teacher Salaries-Regular-Spanish	0	30,000	30,000	30,000	30,000
110200011110000	Teacher Salaries-Substitute	16,000	24,850	24,850	16,000	16,000
110300011110000	Teacher Salaries-Sub-Prof Dev	0	0	0	0	0
110500011110000	Teacher Stipend-Art	5,250	5,407	7,000	7,000	7,000
110500011110000	Teacher Stipend-Professional Development	0	0	18,048	0	0
Total Teacher Salaries		732,735	801,103	818,989	792,091	792,091
Certificated Counselor Salaries						
121000011131100	Dean of Students/Counselor	0	0	0	0	0
Total Administrator Salaries		0	0	0	0	0
Administrator Salaries						
131100000027000	Principal Salaries-Regular	103,000	103,000	103,000	103,000	103,000
132100000027000	VP/Dean Salaries-Regular	60,000	36,000	40,800	40,800	40,800
132500000027000	Admin Stipend	0	0	548	0	0
Total Administrator Salaries		163,000	139,000	144,348	143,800	143,800
Other Certificated Salaries						
Total Other Certificated Salaries						
Total Certificated Salaries		895,735	940,103	963,337	935,891	935,891
Classified Salaries						
Paraeducator Salaries						
210100011110000	Class Teach/Inst Aide Sal-Reg	129,152	77,142	94,443	163,000	163,000
210130101110000	Class Teach/Inst Aide Sal-NCLB	37,009	37,858	38,557	0	0
210130111110000	Class Teach/Inst Aide Sal-ARRA	0	0	0	0	0
210100011110000	Class Teach/Inst Aide Sal-Span	0	0	0	0	0
210107601110000	Class Teach/Inst Aide Sal-Art	0	0	0	0	0
210200011110000	Class Teach/Inst Aide Sal-Sub	0	0	247	250	250
210500011110000	Class Teach/Inst Aide Sal-Stipend	0	0	1,315	0	0
Total Paraeducator Salaries		166,161	115,000	134,562	163,250	163,250
Support Services Salaries						
Total Support Services Salaries		0	0	0	0	0
Supervisor Salaries						
230100000027000	Class Principal Salaries-Reg	0	0	0	0	0
Total Supervisor Salaries		0	0	0	0	0
Office/Technical Salaries						
240100000027000	Cler/Office/Tech Salaries-Reg	63,779	64,059	66,872	66,872	66,872
240500000027000	Cler/Office/Tech Salaries-Stipend	0	0	658	0	0
Total Office/Technical Salaries		63,779	64,059	67,530	66,872	66,872
Total Classified Salaries		229,940	179,059	202,092	230,123	230,123
Employee Benefits						
STRS/PERS						
Total STRS/PERS		0	0	0	0	0

**Willow Creek Academy
Second Interim Multi Year Budget
2010/11**

OASDI/Medicare						
	Total OASDI/Medicare	85,712	82,332	84,400	89,200	89,200
Health and Welfare						
	Total Health and Welfare	37,621	42,156	43,443	43,443	43,443
Unemployment Insurance						
	Total Unemployment Insurance	8,067	8,058	9,310	8,395	8,395
Workers' Compensation						
	Total Workers' Compensation	20,500	16,036	16,439	21,571	21,571
Other Benefits						
	Total Other Benefits	35,000	39,507	39,598	39,598	39,598
	Total Employee Benefits	186,900	188,088	193,191	202,208	202,208
Books and Supplies						
Books/Reference						
411000011110000	Textbooks/Core Curricula	14,700	14,700	14,700	15,000	15,000
421000011110000	Books/Reference Materials	300	300	300	500	500
	Total Books/Reference	15,000	15,000	15,000	15,500	15,500
Instructional Materials/Supplies						
431000011110000	Instruct Materials/Supplies	9,647	10,784	10,300	15,000	15,000
431063001110000	Instruct Materials/Supplies-P20	2,353	3,216	3,700	0	0
431007601110000	Instruct Materials/Supplies-Arts/Music	500	500	500	500	500
431073981110000	Instruct Materials/Supplies-Instr Mtls	0	0	0	0	0
	Total Instructional Materials/Supplies	12,500	14,500	14,500	15,500	15,500
Supplies/Stores						
432000000027000	All Other Materials/Supplies	12,500	12,500	12,500	13,000	13,000
432053100037000	All Other Materials/Supplies-CNSP	0	600	600	0	0
	Total Supplies/Stores	12,500	13,100	13,100	13,000	13,000
Non-Capitalized Cptr/Equip						
441000000027000	Non-Capitalized Equipment	900	900	900	2,500	2,500
441000011110000	Non-Capitalized Equipment	7,100	67,100	17,100	10,000	10,000
441091011110000	Non-Capitalized Equip-Art Fest/Tech Grant	0	0	20,000	0	0
441053100037000	Non-Capitalized Equipment-CNSP	2,000	2,000	2,000	0	0
	Total Non-Capitalized Equipment	10,000	70,000	40,000	12,500	12,500
Non-Capitalized Fixed Assets						
445000000027000	Non-Capitalized Furniture	0	0	0	0	0
445000011110000	Non-Capitalized Furniture	0	0	0	0	0
	Total Non-Capitalized Fixed Assets	0	0	0	0	0
Food Service Supplies						
470053100037000	Food Service Expenditures	89,000	93,000	93,000	94,581	96,662
	Total Food Service Supplies	89,000	93,000	93,000	94,581	96,662
	Total Books and Supplies	139,000	205,600	175,600	151,081	153,162

Services/Operating Expenditures

Willow Creek Academy
Second Interim Multi Year Budget
2010/11

Travel/Conferences						
52300000027000	Travel/Employee Education	0	0	0	0	0
523000011110000	Travel/Employee Education	0	0	0	0	0
	Total Travel/Conferences	0	0	0	0	0
Dues/Memberships						
531000000027000	Dues and Memberships	3,500	3,500	3,500	3,500	3,500
	Total Dues/Memberships	3,500	3,500	3,500	3,500	3,500
Insurance						
540000000027000	Insurance	5,000	5,000	5,000	5,000	5,000
	Total Insurance	5,000	5,000	5,000	5,000	5,000
Operations/Housekeeping						
5500000000081000	Operations and Housekeeping	0	0	0	0	0
	Total Operations/Housekeeping	0	0	0	0	0
Rentals/Leases/Repairs						
561000000027000	Equipment Rental	7,500	7,500	7,500	7,500	7,500
5620000000087000	Property/Building Rental	0	0	0	0	0
5621000000087000	Facilities Fee	31,021	35,400	35,293	36,048	36,738
	Total Rentals/Leases/Repairs	38,521	42,900	42,793	43,548	44,238
Professional Services						
580600000073000	ARI Administration Contract	39,330	41,040	40,850	44,650	44,650
582000000076000	Oversight Fee	31,021	35,400	35,293	36,048	36,738
583000000027000	Advertising/Employment Fees	1,000	1,000	1,000	1,000	1,000
585000000072000	Legal Services Contracts	2,000	4,000	4,000	6,000	6,000
585200000071910	Audit Services Contracts	10,000	10,000	10,000	10,000	10,000
585600000027000	Technology Service Contracts	4,050	7,000	7,000	7,000	7,000
585800000027000	Other Svcs/Operating Expenses	2,000	2,000	32,200	5,000	5,000
585800011110000	Other Svcs/Operating Expenses	9,000	46,399	46,399	46,399	46,399
585891011110000	Other Svcs/Op Exp-Art Fest/Tech Grant	0	0	5,000	0	0
585842031110000	Other Svcs/Operating Expenses-Title III	0	2,650	2,650	0	0
5860000000000000	Other Svcs/Operating Exp-Fundraising	500	500	500	500	500
5865000000000000	Board Development/Training	1,000	1,000	1,000	1,000	1,000
587500011110000	Staff Development Expense	7,344	30,199	7,144	7,144	7,144
587540351110000	Staff Development Expense-Title II	2,656	2,438	2,856	2,856	2,856
587573921110000	Staff Development Expense-BTSA	0	0	0	0	0
	Total Professional Services	109,901	183,626	195,892	167,597	168,287
Communications						
591000000027000	Postage and Shipping	4,200	4,200	4,200	4,200	4,200
592000000027000	Internet Services	2,500	2,500	2,500	2,500	2,500
593000000027000	Telephone/Cell Phones	5,600	5,600	5,600	5,600	5,600
	Total Communications	12,300	12,300	12,300	12,300	12,300
	Total Services/Operating Expenses	169,222	247,326	259,485	231,945	233,325
Capital Outlay						
610000000085000	Sites/Improvement of Sites	0	0	0	0	0
690000011110000	Depreciation Expense	4,950	4,950	4,950	4,950	4,950
	Total Capital Outlay	4,950	4,950	4,950	4,950	4,950
Other Outgo						
714165050092000	SPED Encroachment	10,000	10,000	10,000	10,000	10,000

**Willow Creek Academy
Second Interim Multi Year Budget
2010/11**

Total Other Outgo	10,000	10,000	10,000	10,000	10,000
Total Expenses	1,635,747	1,775,126	1,808,655	1,766,197	1,769,658

Other Sources and Uses

Other Sources

898000000000000	Contrib from Unrestr Resource	-28,336	-39,122	-39,122	-21,114	-21,871
898053100000000	Contrib from Unrestr Res-CNSP	18,336	29,122	29,122	11,114	11,871
898065000000000	Contrib from Unrestr Res-SpEd	10,000	10,000	10,000	10,000	10,000
898073920000000	Contrib from Unrestr Res-BTSA	0	0	0	0	0
Total Other Sources		0	-0	-0	0	0

Other Uses

743800000091000	Debt Svcs Interest Payments	-1,159	-1,159	-1,159	-64	
743900000091000	Debt Svcs Principal Payments	-12,275	-12,275	-12,275	-3,295	
Total Other Uses		-13,434	-13,434	-13,434	-3,359	0
Total Other Sources and Uses		-13,434	-13,434	-13,434	-3,359	0

Net Increase/Decrease in Fund Balance	2,422	2,357	-8,571	15,831	39,111
Year End Reclassification to FASB	12,275	12,275	12,275	3,295	0
Year End Net Increase/Decrease to Fund Bal	14,697	14,632	3,704	19,126	39,111

Fund Balance

979100000000000	Beginning Fund Balance/Net Assets	165,545	188,707	188,707	192,411	211,537
	Ending Fund Balance/Net Assets	180,242	203,339	192,411	211,537	250,649
977000000000000	Designated for Economic Uncertainties	81,116	88,085	89,761	88,142	88,483
	Undesignated/Unappropriated	99,127	115,254	102,650	123,395	162,166

Willow Creek Academy
Account Reconciliation
As of Jan 31, 2011
911000000000000 - Cash in US Bank Unrestricted
Bank Statement Date: January 31, 2011

Filter Criteria includes: Report is printed in Detail Format.

Beginning GL Balance			104,429.83
Add: Cash Receipts			214,309.33
Less: Cash Disbursements			(44,401.39) ✓
Add (Less) Other			(99,425.24)
Ending GL Balance			<u>174,912.53</u> ✓
Ending Bank Balance			185,521.82
Add back deposits in transit			
Total deposits in transit			
(Less) outstanding checks			
	Jan 31, 2011	020111-EFT	(1,254.84)
	Jan 6, 2011	22033	(86.90)
	Jan 27, 2011	22047	(200.51)
	Jan 27, 2011	22049	(2,500.00)
	Jan 27, 2011	22050	(27.82)
	Jan 31, 2011	22053	<u>(6,539.22)</u>
Total outstanding checks			(10,609.29) ✓
Add (Less) Other			
Total other			
Unreconciled difference			<u>0.00</u>
Ending GL Balance			<u>174,912.53</u> ✓

Willow Creek Academy
Outstanding Checks
As of Jan 31, 2011

9110000000000000 - Cash in US Bank Unrestricted

Filter Criteria includes: 1) Uncleared Transactions: 2) Checks. Report order is by Number.

Trans No	Date	Trans Desc	Trans Amt
020111-EFT	1/31/11	EMPLOYMENT DEVELOP	-1,254.84
22033	1/6/11	NATIONAL GEOGRAPHIC	-86.90
22047	1/27/11	CPM EDUCATIONAL PRO	-200.51
22049	1/27/11	NANCY SPOTTISWOODE	-2,500.00
22050	1/27/11	GE MONEY BANK/AMAZO	-27.82
22053	1/31/11	VALIC - CHASE BANK	-6,539.22
		Total	<u>-10,609.29</u>

Willow Creek Academy
Account Register
For the Period From Jan 1, 2011 to Jan 31, 2011
9110000000000000 - Cash in US Bank Unrestricted

Filter Criteria includes: Report order is by Date.

Date	Trans N	Type	Trans Desc	Deposit Amt	Withdrawal Amt	Balance
			Beginning Balance			104,429.83
1/5/11	010511	Deposit	MARIN COUNTY OFFICE OF EDUCA	10,541.00		114,970.83
		Deposit	Sausalito Marin City School Di	279.65		115,250.48
1/5/11	010511-	Deposit	Food Service Revenue	922.00		116,172.48
1/6/11	21979V	Withdraw	NATIONAL GEOGRAPHIC EXPLORE		-86.90	116,259.38
1/6/11	22032	Withdraw	ADMINISTRATIVE RESOURCES, IN		3,494.64	112,764.74
1/6/11	22033	Withdraw	NATIONAL GEOGRAPHIC EXPLORE		86.90	112,677.84
1/6/11	22034	Withdraw	KAISER PERMANENTE		99.00	112,578.84
1/6/11	22035	Withdraw	"NO BULLY"		800.00	111,778.84
1/11/11	011011	Deposit	Food Service Revenue	-204.50		111,574.34
1/11/11	011111	Deposit	STATE OF CALIFORNIA-DEPT OF E	5,386.62		116,960.96
1/13/11	22036	Withdraw	OFFICE DEPOT		255.85	116,705.11
1/13/11	22037	Withdraw	COUNTY OF MARIN - MARIN.ORG		20.00	116,685.11
1/13/11	22038	Withdraw	MCGRAW-HILL COMPANIES		328.99	116,356.12
1/13/11	22039	Withdraw	VICENTI, LLOYD, STUTZMAN, LLP		7,385.00	108,971.12
1/13/11	22040	Withdraw	KAISER FOUNDATION HEALTH PLA		14,020.00	94,951.12
1/13/11	22041	Withdraw	CoPOWER		851.08	94,100.04
1/13/11	22042	Withdraw	TRAVELERS INSURANCE COMPAN		1,781.37	92,318.67
1/13/11	22043	Withdraw	GE MONEY BANK/AMAZON		116.77	92,201.90
1/13/11	22044	Withdraw	AT&T		138.80	92,063.10
1/13/11	22045	Withdraw	AT&T		175.88	91,887.22
1/14/11	011411	Deposit	STATE OF CALIFORNIA-DEPT OF E	4,195.24		96,082.46
		Deposit	STATE OF CALIFORNIA-DEPT OF E	357.57		96,440.03
		Deposit	MARIN COUNTY OFFICE OF EDUCA	1,057.00		97,497.03
		Deposit	Sausalito Marin City School Di	68,459.00		165,956.03
1/24/11	012411	Deposit	Food Service Revenue	1,562.75		167,518.78
1/24/11	22046	Withdraw	EMPLOYMENT DEVELOPMENT DEP		2,425.67	165,093.11
1/25/11	012511	Deposit	MARIN COUNTY OFFICE OF EDUCA	66,648.00		231,741.11
		Deposit	Sausalito Marin City School Di	105.00		231,846.11
1/27/11	22047	Withdraw	CPM EDUCATIONAL PROGRAM		200.51	231,645.60
1/27/11	22048	Withdraw	OFC CAPITAL CORPORATION		1,119.47	230,526.13
1/27/11	22049	Withdraw	NANCY SPOTTISWOODE		2,500.00	228,026.13
1/27/11	22050	Withdraw	GE MONEY BANK/AMAZON		27.82	227,998.31
1/27/11	22051	Withdraw	XEROX		746.48	227,251.83
1/27/11	22052	Withdraw	JANIS PHILLIPS		120.00	227,131.83
1/28/11	012811	Deposit	Willow Creek Foundation	30,000.00		257,131.83
1/31/11	01/31/11	Other	Interest Income	30.77		257,162.60
1/31/11	01/31/11	Other	Service Charge		17.00	257,145.60
1/31/11	01/31/11	Other			8,366.40	248,779.20
1/31/11	01/31/11	Other			30,909.78	217,869.42
1/31/11	01/31/11	Other			60,162.83	157,706.59
1/31/11	013111	Deposit	Willow Creek Foundation	25,000.00		182,706.59
1/31/11	020111-	Withdraw	EMPLOYMENT DEVELOPMENT DEP		1,254.84	181,451.75
1/31/11	22053	Withdraw	VALIC - CHASE BANK		6,539.22	174,912.53
Total				214,340.10	143,857.40	

Business Statemen

P.O. Box 1800
Saint Paul, Minnesota 55101-0800

3813 TBC 22

Y ST01

Account Number:

1 534 5318 474

Statement Period

Jan. 3, 201

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Jan. 31, 201

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CAFRS

WILLOW CREEK CHARTER SCHOOL

PO BOX 90

POLLOCK PINES CA 95726-0090



To Contact U.S. Bank

24-Hour Business Solutions:

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**Telecommunications Device
for the Deaf:**

1-800-685-506

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usbank.co.

INFORMATION YOU SHOULD KNOW

At U.S. Bank, we place your privacy and the security of your accounts and personal information as a top priority. As permitted by the Internal Revenue Service, to further protect your personal information, we will provide only the last 4 digits of your personal tax identification number on any IRS Form 1099-INT you may receive for this account in the future.

SUMMARY OF YOUR U.S. BANK RELATIONSHIP

This section reflects the total balances for all accounts on this statement.

<i>Deposit Accounts</i>	<i>Account Number</i>	<i>Balance</i>	<i>Page</i>
Checking	1-534-5318-4746	\$ 185,521.82	1
Total Deposit Balances		\$ 185,521.82	

<i>Lines of Credit</i>	<i>Account Number</i>	<i>Balance</i>	<i>Page</i>
Business Reserve Line	1-534-5318-4746	\$ 0.00	3
Total Line of Credit Balances		\$ 0.00	

CHECKING

U.S. Bank National Association

Member F
Account Number 1-534-5318-47

Account Summary

Beginning Balance on Jan. 3		\$	112,190.13	Interest Paid this Year	\$	30.
Customer Deposits	6		159,513.83	Number of Days in Statement Period		
Other Deposits	3		55,030.77			
Other Withdrawals	5		99,660.51-			
Checks Paid	22		41,552.40-			
Ending Balance on Jan. 31, 2011		\$	185,521.82			

Customer Deposits

Customer Deposits							
<u>Number</u>	<u>Date</u>	<u>Ref Number</u>	<u>Amount</u>	<u>Number</u>	<u>Date</u>	<u>Ref Number</u>	<u>Amount</u>
	Jan. 5	5731223801	922.00		Jan. 14	5832270808	74,068.81
	Jan. 5	5731223796	10,820.65		Jan. 25	5832988742	1,562.75
	Jan. 11	5731784367	5,386.62		Jan. 25	5832988758	66,753.00
				Total Customer Deposits			\$ 159,513.



CAFRS
WILLOW CREEK CHARTER SCHOOL
PO BOX 90
POLLOCK PINES CA 95726-0090

Business Statement

Account Number
1 534 5318 474
Statement Period
Jan. 3, 20
throug
Jan. 31, 20

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CHECKING

U.S. Bank National Association

(CONTINUE)

Account Number 1-534-5318-474

Other Deposits

Date	Description of Transaction	Ref Number	Amount
Jan. 28	Electronic Deposit REF=11027004671236 N	From Kimber Managemen 1680443921WCF TO WCA680460670	\$ 30,000.1
Jan. 31	Interest Paid	3100002754	30.
Jan. 31	Electronic Deposit REF=11028010622212 N	From Kimber Managemen 1680443921WCF TO WCA680460670	25,000.1
Total Other Deposits			\$ 55,030.1

Other Withdrawals

Date	Description of Transaction	Ref Number	Amount
Jan. 10	Deposited Item Returned	1000106219	\$ 204.
Jan. 14	Analysis Service Charge	1400000000	17.
Jan. 28	Electronic Withdrawal REF=11027005061686 N	From PAYCHEX 1161124166PAYROLL 38671700000059X	8,366.
Jan. 28	Electronic Withdrawal REF=11027005061682 N	From PAYCHEX INC 1161124166PAYROLL 38670200005518X	60,162.
Jan. 31	Electronic Withdrawal REF=11028011049308 N	From PAYCHEX TPS 1161124166TAXES 38672800002982X	30,909.
Total Other Withdrawals			\$ 99,660.

Checks Presented Conventionally

Check	Date	Ref Number	Amount	Check	Date	Ref Number	Amount
22014	Jan. 14	8994198048	71.76	22039	Jan. 19	9192529214	7,385.0
22018*	Jan. 4	9397483462	253.90	22040	Jan. 14	8994210767	14,020.0
22029*	Jan. 7	8897960947	6,419.22	22041	Jan. 18	8995135095	851.0
22030	Jan. 11	5731781311	596.52	22042	Jan. 19	8996925969	1,781.3
22031	Jan. 11	5731779590	332.00	22043	Jan. 19	8997044092	116.7
22032	Jan. 10	5731641553	3,494.64	22044	Jan. 19	8996365319	138.8
22034*	Jan. 14	8993803048	99.00	22045	Jan. 19	8996365320	175.8
22035	Jan. 18	8995154308	800.00	22046	Jan. 31	5733104885	2,425.6
22036	Jan. 18	8994768566	255.85	22048*	Jan. 31	9194642000	1,119.4
22037	Jan. 24	8891248386	20.00	22051	Jan. 31	9194548548	746.4
22038	Jan. 18	9192116111	328.99	22052	Jan. 31	5833484238	120.0

* Gap in check sequence

Conventional Checks Paid (22) \$ 41,552

Balance Summary

Date	Ending Balance	Date	Ending Balance	Date	Ending Balance
Jan. 4	111,936.23	Jan. 11	118,018.62	Jan. 24	166,025.93
Jan. 5	123,678.88	Jan. 14	177,879.67	Jan. 25	234,341.68
Jan. 7	117,259.66	Jan. 18	175,643.75	Jan. 28	195,812.45
Jan. 10	113,560.52	Jan. 19	166,045.93	Jan. 31	185,521.82

Balances only appear for days reflecting change.



CAFRS
WILLOW CREEK CHARTER SCHOOL
PO BOX 90
POLLOCK PINES CA 95726-0090

Business Statement

Account Number
1 534 5318 4746
Statement Period
Jan. 3, 2011
through
Jan. 31, 2011

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ANALYSIS SERVICE CHARGE DETAIL (CONTINUED)

Service Activity Detail for Account Number 1-534-5318-4746

Service	Volume	Avg Unit Price	Total Charge
Depository Services			
Combined Transactions/Items	585		No Charge
Returned Deposited Items	1	7.00000	7.00
Statement With Checks	1	10.00000	10.00
Subtotal: Depository Services			17.00
Fee Based Service Charges for Account Number 1-534-5318-4746			\$ 17.00

G = General Ledger Data; S = Supplemental Data

Data Supplied For:

Form	Description	Data Supplied For:			
		2010-11 Original Budget	2010-11 Board Approved Operating Budget	2010-11 Actuals to Date	2010-11 Projected Totals
01I	General Fund/County School Service Fund				
09I	Charter Schools Special Revenue Fund				
11I	Adult Education Fund				
12I	Child Development Fund				
13I	Cafeteria Special Revenue Fund				
14I	Deferred Maintenance Fund				
15I	Pupil Transportation Equipment Fund				
17I	Special Reserve Fund for Other Than Capital Outlay Projects				
18I	School Bus Emissions Reduction Fund				
19I	Foundation Special Revenue Fund				
20I	Special Reserve Fund for Postemployment Benefits				
21I	Building Fund				
25I	Capital Facilities Fund				
30I	State School Building Lease-Purchase Fund				
35I	County School Facilities Fund				
40I	Special Reserve Fund for Capital Outlay Projects				
49I	Capital Project Fund for Blended Component Units				
51I	Bond Interest and Redemption Fund				
52I	Debt Service Fund for Blended Component Units				
53I	Tax Override Fund				
56I	Debt Service Fund				
57I	Foundation Permanent Fund				
61I	Cafeteria Enterprise Fund				
62I	Charter Schools Enterprise Fund	G	G	G	G
63I	Other Enterprise Fund				
66I	Warehouse Revolving Fund				
67I	Self-Insurance Fund				
71I	Retiree Benefit Fund				
73I	Foundation Private-Purpose Trust Fund				
AICC	Average Daily Attendance - County Charter				S
AIDC	Average Daily Attendance - District Charter	S	S		S
CASH	Cashflow Worksheet				
CHG	Change Order Form				S
CI	Interim Certification				
RLICC	Revenue Limit Summary - County Charter				S
RLIDC	Revenue Limit Summary - District Charter	S	S		S

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) Revenue Limit Sources		8010-8099	995,664.00	1,046,443.00	427,868.00	1,046,443.00	0.00	0.0%
2) Federal Revenue		8100-8299	87,403.00	122,865.00	72,953.00	122,865.00	0.00	0.0%
3) Other State Revenue		8300-8599	202,592.00	243,398.00	75,451.00	243,398.00	0.00	0.0%
4) Other Local Revenue		8600-8799	365,945.00	400,811.00	278,782.00	400,811.00	0.00	0.0%
5) TOTAL, REVENUES			1,651,604.00	1,813,517.00	855,054.00	1,813,517.00		
B. EXPENSES								
1) Certificated Salaries		1000-1999	895,735.00	963,337.00	488,277.00	963,337.00	0.00	0.0%
2) Classified Salaries		2000-2999	229,940.00	202,092.00	100,207.00	202,092.00	0.00	0.0%
3) Employee Benefits		3000-3999	166,900.00	193,189.00	102,269.00	193,189.00	0.00	0.0%
4) Books and Supplies		4000-4999	139,000.00	175,600.00	62,591.00	175,600.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	169,222.00	259,485.00	71,013.00	259,485.00	0.00	0.0%
6) Depreciation		6000-6999	4,950.00	4,950.00	0.00	4,950.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	11,159.00	11,159.00	930.00	11,159.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			1,636,906.00	1,809,812.00	825,287.00	1,809,812.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			14,698.00	3,705.00	29,767.00	3,705.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN NET ASSETS (C + D4)			14,698.00	3,705.00	29,767.00	3,705.00		
F. NET ASSETS								
1) Beginning Net Assets								
a) As of July 1 - Unaudited		9791	165,544.00	188,707.00		188,707.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			165,544.00	188,707.00		188,707.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Assets (F1c + F1d)			165,544.00	188,707.00		188,707.00		
2) Ending Net Assets, June 30 (E + F1e)			180,242.00	192,412.00		192,412.00		
Components of Ending Net Assets								
a) Reserve for								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
General Reserve		9730	0.00	0.00		0.00		
Legally Restricted Balance		9740	0.00	0.00		0.00		
b) Designated Amounts								
Designated for Economic Uncertainties		9770	81,116.00	89,761.00		89,761.00		
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00	0.00		0.00		
Other Designations		9780	0.00	0.00		0.00		
c) Undesignated Amount		9790				102,651.00		
d) Unappropriated Amount		9790	99,126.00	102,651.00				

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
REVENUE LIMIT SOURCES								
Principal Apportionment								
Charter Schools General Purpose Entitlement - State Aid		8015	0.00	0.00	0.00	0.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers								
Unrestricted Revenue Limit Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Revenue Limit Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	995,664.00	1,046,443.00	427,868.00	1,046,443.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, REVENUE LIMIT SOURCES			995,664.00	1,046,443.00	427,868.00	1,046,443.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	47,738.00	49,790.00	18,958.00	49,790.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB / IASA (incl. ARRA)	3000-3299, 4000-4139, 4201-4215, 4610, 5510	8290	39,665.00	73,075.00	53,995.00	73,075.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00	0.0%
JTPA / WIA	5600-5625	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Federal Revenue (incl. ARRA)	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			87,403.00	122,865.00	72,953.00	122,865.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Home-to-School Transportation	7230	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Transportation	7240	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Year Round School Incentive		8425	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	85,680.00	78,246.00	18,806.00	78,246.00	0.00	0.0%
Child Nutrition Programs		8520	4,107.00	4,284.00	869.00	4,284.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	22,263.00	26,883.00	336.00	26,883.00	0.00	0.0%
School Based Coordination Program	7250	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650-6690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Healthy Start	6240	8590	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Class Size Reduction Facilities	6200	8590	0.00	0.00	0.00	0.00	0.00	0.0%
School Community Violence Prevention Grant	7391	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	90,542.00	133,985.00	55,440.00	133,985.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			202,592.00	243,398.00	75,451.00	243,398.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	20,819.00	21,714.00	9,348.00	21,714.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1,000.00	1,000.00	446.00	1,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Services	7230, 7240	8677	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	344,126.00	378,097.00	263,988.00	378,097.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			365,945.00	400,811.00	278,782.00	400,811.00	0.00	0.0%
TOTAL, REVENUES			1,651,604.00	1,813,517.00	855,054.00	1,813,517.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	732,735.00	818,989.00	409,646.00	818,989.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	163,000.00	144,348.00	78,631.00	144,348.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			895,735.00	963,337.00	488,277.00	963,337.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	166,161.00	134,562.00	62,062.00	134,562.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	63,779.00	67,530.00	38,145.00	67,530.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			229,940.00	202,092.00	100,207.00	202,092.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	85,712.00	84,399.00	43,125.00	84,399.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	37,621.00	43,443.00	25,106.00	43,443.00	0.00	0.0%
Unemployment Insurance		3501-3502	8,067.00	9,310.00	5,210.00	9,310.00	0.00	0.0%
Workers' Compensation		3601-3602	20,500.00	16,439.00	8,448.00	16,439.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	35,000.00	39,598.00	20,380.00	39,598.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			186,900.00	193,189.00	102,269.00	193,189.00	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	14,700.00	14,700.00	13,190.00	14,700.00	0.00	0.0%
Books and Other Reference Materials		4200	300.00	300.00	292.00	300.00	0.00	0.0%
Materials and Supplies		4300	25,000.00	27,600.00	16,799.00	27,600.00	0.00	0.0%
Noncapitalized Equipment		4400	10,000.00	40,000.00	2,124.00	40,000.00	0.00	0.0%
Food		4700	89,000.00	93,000.00	30,186.00	93,000.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			139,000.00	175,600.00	62,591.00	175,600.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	3,500.00	3,500.00	885.00	3,500.00	0.00	0.0%
Insurance		5400-5450	5,000.00	5,000.00	2,934.00	5,000.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	38,521.00	42,793.00	3,424.00	42,793.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	109,901.00	195,892.00	59,947.00	195,892.00	0.00	0.0%
Communications		5900	12,300.00	12,300.00	3,823.00	12,300.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			169,222.00	259,485.00	71,013.00	259,485.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
DEPRECIATION								
Depreciation Expense		6900	4,950.00	4,950.00	0.00	4,950.00	0.00	0.0%
TOTAL, DEPRECIATION			4,950.00	4,950.00	0.00	4,950.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	1,159.00	1,159.00	930.00	1,159.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			11,159.00	11,159.00	930.00	11,159.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			1,636,906.00	1,809,812.00	825,287.00	1,809,812.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)								
			0.00	0.00	0.00	0.00		

Description	ESTIMATED REVENUE LIMIT ADA Original Budget (A)	ESTIMATED REVENUE LIMIT ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED REVENUE LIMIT ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
ELEMENTARY						
1. General Education	0.00	0.00	0.00	0.00	0.00	0%
2. Special Education	0.00	0.00	0.00	0.00	0.00	0%
HIGH SCHOOL						
3. General Education	0.00	0.00	0.00	0.00	0.00	0%
4. Special Education	0.00	0.00	0.00	0.00	0.00	0%
COUNTY SUPPLEMENT						
5. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
6. Special Education	0.00	0.00	0.00	0.00	0.00	0%
7. TOTAL, K-12 ADA	0.00	0.00	0.00	0.00	0.00	0%
8. ADA for Necessary Small Schools also included in lines 1 - 4.	0.00	0.00	0.00	0.00	0.00	0%
9. Regional Occupational Centers/Programs (ROC/P)*						
CLASSES FOR ADULTS						
10. Concurrently Enrolled Secondary Students*						
11. Adults Enrolled, State Apportioned*						
12. Independent Study - (Students 21 years or older and students 19 years or older and not continuously enrolled since their 18th birthday)*						
13. TOTAL, CLASSES FOR ADULTS						
14. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
15. ADA TOTALS (Sum of lines 7, 9, 13, & 14)	0.00	0.00	0.00	0.00	0.00	0%
SUPPLEMENTAL INSTRUCTIONAL HOURS						
16. Elementary*						
17. High School*						
18. TOTAL, SUPPLEMENTAL HOURS						

Description	ESTIMATED REVENUE LIMIT ADA Original Budget (A)	ESTIMATED REVENUE LIMIT ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED REVENUE LIMIT ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
COMMUNITY DAY SCHOOLS - Additional Funds						
19. ELEMENTARY						
a. 5th & 6th Hour (ADA) - Mandatory Expelled Pupils only	0.00	0.00	0.00	0.00	0.00	0%
b. 7th & 8th Hour Pupil Hours (Hours)*						
20. HIGH SCHOOL						
a. 5th & 6th Hour (ADA) - Mandatory Expelled Pupils only	0.00	0.00	0.00	0.00	0.00	0%
b. 7th & 8th Hour Pupil Hours (Hours)*						
CHARTER SCHOOLS						
21. Charter ADA funded thru the Block Grant						
a. Charters Sponsored by Unified Districts - Resident (EC 47660) (applicable only for unified districts with Charter School General Purpose Block Grant Offset recorded on line 30 in Form RLI)	0.00	0.00	0.00	0.00	0.00	0%
b. All Other Block Grant Funded Charters	196.65	204.54	204.54	204.54	0.00	0%
22. Charter ADA funded thru the Revenue Limit	0.00	0.00	0.00	0.00	0.00	0%
23. TOTAL, CHARTER SCHOOLS ADA (sum lines 21a, 21b, and 22)	196.65	204.54	204.54	204.54	0.00	0%
24. SUPPLEMENTAL INSTRUCTIONAL HOURS*						

*ADA is no longer collected as a result of flexibility provisions of SBX3 4 (Chapter 12, Statutes of 2009), currently in effect for a five-year period from 2008-09 through 2012-13.

	Object	July	August	September	October	November	December
ACTUALS THROUGH THE MONTH OF (Enter Month Name):							
A. BEGINNING CASH	October	183,630.00	194,383.00	136,209.00	170,982.00	153,553.00	105,802.00
B. RECEIPTS							
Revenue Limit Sources	8020-8079	0.00	0.00	0.00	0.00	0.00	0.00
Property Taxes	8010-8019	0.00	0.00	0.00	0.00	0.00	0.00
Principal Apportionment	8080-8099	0.00	0.00	154,032.00	68,459.00	68,459.00	68,459.00
Miscellaneous Funds	8100-8299	0.00	0.00	0.00	31,840.00	6,082.00	464.00
Federal Revenue	8300-8599	0.00	0.00	313.00	(735.00)	22,253.00	0.00
Other State Revenue	8600-8799	29.00	85.00	97,043.00	2,477.00	3,844.00	115,950.00
Other Local Revenue	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00
Interfund Transfers In	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources		0.00	0.00	0.00	0.00	0.00	0.00
Other Receipts/Non-Revenue		0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		29.00	85.00	251,388.00	102,041.00	100,638.00	184,873.00
C. DISBURSEMENTS							
Certificated Salaries	1000-1999	9,333.00	9,333.00	96,163.00	91,770.00	99,133.00	91,463.00
Classified Salaries	2000-2999	2,414.00	5,848.00	18,690.00	17,587.00	19,520.00	17,426.00
Employee Benefits	3000-3999	4,996.00	5,358.00	18,283.00	18,041.00	19,740.00	18,010.00
Books, Supplies and Services	4000-5999	5,628.00	19,238.00	34,366.00	20,023.00	18,293.00	18,230.00
Capital Outlay	6000-6999	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499	2,239.00	1,119.00	1,119.00	1,119.00	1,119.00	1,119.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00
Other Disbursements/							
Non Expenditures		(2,252.00)	1,858.00	(10,733.00)	(7,851.00)	(9,416.00)	(18,288.00)
TOTAL DISBURSEMENTS		22,358.00	42,754.00	157,888.00	140,689.00	148,389.00	127,960.00
D. PRIOR YEAR TRANSACTIONS							
Accounts Receivable	9200	91,249.00	32,944.00	12,376.00	23,395.00	0.00	0.00
Accounts Payable	9500	58,167.00	48,449.00	71,103.00	2,176.00	0.00	0.00
TOTAL PRIOR YEAR TRANSACTIONS		33,082.00	(15,505.00)	(58,727.00)	21,219.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)		10,753.00	(58,174.00)	34,773.00	(17,429.00)	(47,751.00)	56,913.00
F. ENDING CASH (A + E)		194,383.00	136,209.00	170,982.00	153,553.00	105,802.00	162,715.00
G. ENDING CASH, PLUS ACCRUALS							

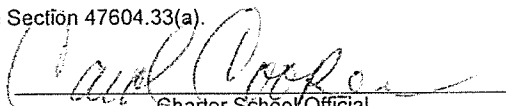
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	Object	January	February	March	April	May	June	Accruals	TOTAL
A. BEGINNING CASH	October	162,715.00	233,377.00	166,076.00	269,086.00	207,805.00	155,528.00		
B. RECEIPTS	9110								
Revenue Limit Sources									
Property Taxes	8020-8079	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Principal Apportionment	8010-8019	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Miscellaneous Funds	8080-8099	68,459.00	68,459.00	184,995.00	92,498.00	92,498.00	92,498.00	87,627.00	1,046,443.00
Federal Revenue	8100-8299	35,434.00	3,728.00	6,489.00	20,086.00	6,489.00	4,326.00	12,210.00	127,148.00
Other State Revenue	8300-8599	52,751.00	19,761.00	21,131.00	5,657.00	21,173.00	2,830.00	93,980.00	239,114.00
Other Local Revenue	8600-8799	59,353.00	2,267.00	51,967.00	2,050.00	2,267.00	61,102.00	0.00	398,434.00
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Receipts/Non-Revenue		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		215,997.00	94,215.00	264,582.00	120,291.00	122,427.00	160,756.00	193,817.00	1,811,139.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	91,083.00	95,012.00	95,012.00	95,012.00	95,012.00	95,012.00	0.00	963,338.00
Classified Salaries	2000-2999	18,723.00	20,377.00	20,377.00	20,377.00	20,377.00	20,377.00	0.00	202,093.00
Employee Benefits	3000-3999	17,840.00	18,199.00	18,199.00	18,199.00	18,199.00	18,199.00	0.00	193,263.00
Books, Supplies and Services	4000-5999	17,827.00	36,926.00	36,926.00	56,926.00	50,058.00	50,058.00	70,586.00	435,085.00
Capital Outlay	6000-6599	0.00	0.00	0.00	0.00	0.00	4,950.00	0.00	4,950.00
Other Outgo	7000-7499	1,119.00	1,119.00	1,119.00	1,119.00	1,119.00	10,000.00	0.00	23,429.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Disbursements/Non Expenditures									
TOTAL DISBURSEMENTS		(1,257.00)	(10,117.00)	(10,061.00)	(10,061.00)	(10,061.00)	(13,413.00)	98,505.00	(3,147.00)
D. PRIOR YEAR TRANSACTIONS		145,335.00	161,516.00	161,572.00	181,572.00	174,704.00	175,183.00	179,091.00	1,819,011.00
Accounts Receivable	9200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	159,964.00
Accounts Payable	9500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	179,895.00
TOTAL PRIOR YEAR TRANSACTIONS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	(19,931.00)
E. NET INCREASE/DECREASE (B - C + D)		70,662.00	(67,301.00)	103,010.00	(61,281.00)	(52,277.00)	(14,427.00)	14,726.00	(27,803.00)
F. ENDING CASH (A + E)		233,377.00	166,076.00	269,086.00	207,805.00	155,528.00	141,101.00		
G. ENDING CASH PLUS ACCRUALS									155,827.00

Charter Number: 351

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

2010-11 CHARTER SCHOOL INTERIM REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed:


Charter School Official
(Original signature required)

Date:

3/10/2011

Printed
Name:

Caroline Cooper

Title: Principal

Head of School

For additional information on the interim report, please contact:

Charter School Contact:

Donna Strong

Name

Business Services Manager

Title

530-647-1733

Telephone

donnas@adminres.com

E-mail Address

Description	Principal Appt. Software Data ID	Original Budget	Board Approved Operating Budget	Projected Year Totals
BASE REVENUE LIMIT PER ADA				
1. Base Revenue Limit per ADA (prior year)	0025	0.00	0.00	0.00
2. Inflation Increase	0041	0.00	0.00	0.00
3. All Other Adjustments	0042, 0525	0.00	0.00	0.00
4. TOTAL, BASE REVENUE LIMIT PER ADA (Sum Lines 1 through 3)	0024	0.00	0.00	0.00
REVENUE LIMIT SUBJECT TO DEFICIT				
5. Total Base Revenue Limit				
a. Base Revenue Limit per ADA (from Line 4)	0024	0.00	0.00	0.00
b. Revenue Limit ADA	0033	0.00	0.00	0.00
c. Total Base Revenue Limit (Line 5a times Line 5b)	0269	0.00	0.00	0.00
6. Allowance for Necessary Small School	0489	0.00	0.00	0.00
7. Gain or Loss from Interdistrict Attendance Agreements	0272	0.00	0.00	0.00
8. Meals for Needy Pupils	0090	0.00	0.00	0.00
9. Special Revenue Limit Adjustments	0274	0.00	0.00	0.00
10. One-time Equalization Adjustments	0275			
11. Miscellaneous Revenue Limit Adjustments	0276, 0659	0.00	0.00	0.00
12. Less: All Charter District Revenue Limit Adjustment	0217	0.00	0.00	0.00
13. Beginning Teacher Salary Incentive Funding	0552	0.00	0.00	0.00
14. Less: Class Size Penalties Adjustment	0173	0.00	0.00	0.00
15. REVENUE LIMIT SUBJECT TO DEFICIT (Sum Lines 5c through 11, plus Line 13, minus Lines 12 and 14)	0082	0.00	0.00	0.00
DEFICIT CALCULATION				
16. Deficit Factor	0281	0.81645	0.81645	0.81645
17. TOTAL, DEFICITED REVENUE LIMIT (Line 15 times Line 16)	0284	0.00	0.00	0.00
OTHER REVENUE LIMIT ITEMS				
18. Unemployment Insurance Revenue	0060	0.00	0.00	0.00
19. Less: Longer Day/Year Penalty	0287	0.00	0.00	0.00
20. Less: Excess ROC/P Reserves Adjustment	0288	0.00	0.00	0.00
21. Less: PERS Reduction	0195	0.00	0.00	0.00
22. PERS Safety Adjustment/SFUSD PERS Adjustment	0205, 0654	0.00	0.00	0.00
23. TOTAL, OTHER REVENUE LIMIT ITEMS (Sum Lines 18 and 22, minus Lines 19 through 21)	---	0.00	0.00	0.00
24. TOTAL REVENUE LIMIT (Sum Lines 17 and 23)	0088	0.00	0.00	0.00

Description	Principal Appt. Software Data ID	Original Budget	Board Approved Operating Budget	Projected Year Totals
REVENUE LIMIT - LOCAL SOURCES				
25. Property Taxes	0587, 0660	0.00	0.00	0.00
26. Miscellaneous Funds	0588	0.00	0.00	0.00
27. Community Redevelopment Funds	0589	0.00	0.00	0.00
28. Less: Charter Schools In-lieu Taxes	0595	0.00	0.00	0.00
29. TOTAL, REVENUE LIMIT - LOCAL SOURCES (Sum Lines 25 through 27, minus Line 28)	0126	0.00	0.00	0.00
30. Charter School General Purpose Block Grant Offset (Unified Districts Only)	0293	0.00	0.00	0.00
31. STATE AID PORTION OF REVENUE LIMIT (Sum Line 24, minus Lines 29 and 30. If negative, then zero)	0111	0.00	0.00	0.00
OTHER ITEMS				
32. Less: County Office Funds Transfer	0458	0.00	0.00	0.00
33. Core Academic Program	9001			
34. California High School Exit Exam	9002			
35. Pupil Promotion and Retention Programs (Retained and Recommended for Retention, and Low STAR and At Risk of Retention)	9016, 9017			
36. Apprenticeship Funding	0570			
37. Community Day School Additional Funding	3103, 9007			
38. Basic Aid "Choice"/Court Ordered Voluntary Pupil Transfer	0634, 0629	0.00	0.00	0.00
39. Basic Aid Supplement Charter School Adjustment	9018	0.00	0.00	0.00
40. All Other Adjustments	---	0.00	0.00	0.00
41. TOTAL, OTHER ITEMS (Sum Lines 33 through 40, minus Line 32)	---	0.00	0.00	0.00
42. TOTAL, STATE AID PORTION OF REVENUE LIMIT (Sum Lines 31 and 41) (This amount should agree with Object 8011)	---	0.00	0.00	0.00
OTHER NON-REVENUE LIMIT ITEMS				
43. Core Academic Program	9001	0.00	0.00	0.00
44. California High School Exit Exam	9002	0.00	0.00	0.00
45. Pupil Promotion and Retention Programs (Retained and Recommended for Retention, and Low STAR and At Risk of Retention)	9016, 9017	0.00	0.00	0.00
46. Apprenticeship Funding	0570	0.00	0.00	0.00
47. Community Day School Additional Funding	3103, 9007	0.00	0.00	0.00

Export Log
Period: Second Interim
Type of Export: Official

=====

A: 21-65474-6118491 Willow Creek Academy

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

Export of USER General Ledger started at 3/10/2011 1:39:08 PM

OFFICIAL Header for LEA: 21-65474-6118491 Willow Creek Academy
VERSION 2010.2.0

Fiscal Year: 2010-11
Type of Data: Actuals to Date
Number of records exported in group 1: 78

Fiscal Year: 2010-11
Type of Data: Board Approved Operating Budget
Number of records exported in group 2: 89

Fiscal Year: 2010-11
Type of Data: Original Budget
Number of records exported in group 3: 78

Fiscal Year: 2010-11
Type of Data: Projected Totals
Number of records exported in group 4: 89

Export USER General Ledger completed at 3/10/2011 1:39:09 PM

Export of Supplementals (USER ELEMENTs) started at 3/10/2011 1:39:09 PM

Fiscal Year: 2010-11
Type of Data: Actuals to Date
Number of records exported in group 5: 2

Fiscal Year: 2010-11
Type of Data: Board Approved Operating Budget
Number of records exported in group 6: 60

Fiscal Year: 2010-11
Type of Data: Original Budget
Number of records exported in group 7: 60

Fiscal Year: 2010-11
Type of Data: Projected Totals
Number of records exported in group 8: 370

Export of Supplemental (USER ELEMENTs) completed at 3/10/2011 1:39:09 PM

Export of Explanations started at 3/10/2011 1:39:09 PM
No records to Export for Explanations.

Export of TRC Log started at 3/10/2011 1:39:09 PM

Fiscal Year: 2010-11
Type of Data: Actuals to Date
Number of records exported in group 9: 30

Fiscal Year: 2010-11
Type of Data: Board Approved Operating Budget
Number of records exported in group 10: 38

Fiscal Year: 2010-11
Type of Data: Original Budget
Number of records exported in group 11: 38

Fiscal Year: 2010-11
Type of Data: Projected Totals
Number of records exported in group 12: 40

Export of TRC Log completed at 3/10/2011 1:39:09 PM

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

Exported to file: C:\SACS2010ALL\Official\21654746118491\2.DAT

End of Official Export Process

SACS2010ALL Financial Reporting Software - 2010.2.0
3/10/2011 1:39:48 PM

21-65474-6118491

Second Interim
2010-11 Original Budget
Technical Review Checks

Willow Creek Academy
Sausalito Marin City Elementary

Marin County

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

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

IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid.	<u>PASSED</u>
CHECKRESOURCE - (W) - All RESOURCE codes must be valid.	<u>PASSED</u>
CHECKGOAL - (F) - All GOAL codes must be valid.	<u>PASSED</u>
CHECKFUNCTION - (F) - All FUNCTION codes must be valid.	<u>PASSED</u>
CHECKOBJECT - (F) - All OBJECT codes must be valid.	<u>PASSED</u>
CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid.	<u>PASSED</u>
CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>
CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid.	<u>PASSED</u>
CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000,	

2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

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

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, 6500-6540, and 7240, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. PASSED

GENERAL LEDGER CHECKS

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

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

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

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

PERS-REDUCTION - (W) - PERS Reduction Transfer (Object 8092) in the General Fund must equal PERS Reduction, certificated and classified positions (objects 3801-3802) in all funds. PASSED

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

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

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

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

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

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

RESTR-BAL-TRANSFER - (F) - Transfers of Restricted Balances (Object 8997) must net to zero. PASSED

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

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for resources 3327 and 3328), by

resource.

PASSED

EXCESS-DESIGNATIONS - (F) - Legally restricted and other designation amounts reported in objects 9740 through 9780 should not create a negative undesignated/unappropriated balance (Object 9790) by fund and resource (for all funds except Fund 67).

PASSED

EXCESS-DESIGNATIONS - (W) - Legally restricted and other designation amounts reported in Fund 67, Self-Insurance Fund, objects 9740 through 9780, with rare exceptions should not create a negative undesignated/unappropriated balance (Object 9790) by resource.

PASSED

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

PASSED

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

PASSED

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

PASSED

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

PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance (objects 9700-9789) must be positive individually by resource, by fund.

PASSED

SUPPLEMENTAL CHECKS

EXPORT CHECKS

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

PASSED

Checks Completed.

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Second Interim
2010-11 Board Approved Operating Budget
Technical Review Checks

Willow Creek Academy
Sausalito Marin City Elementary

Marin County

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

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

CHECKFUND - (F) - All FUND codes must be valid.	<u>PASSED</u>
CHECKRESOURCE - (W) - All RESOURCE codes must be valid.	<u>PASSED</u>
CHECKGOAL - (F) - All GOAL codes must be valid.	<u>PASSED</u>
CHECKFUNCTION - (F) - All FUNCTION codes must be valid.	<u>PASSED</u>
CHECKOBJECT - (F) - All OBJECT codes must be valid.	<u>PASSED</u>
CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid.	<u>PASSED</u>
CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>
CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid.	<u>PASSED</u>
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2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

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

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, 6500-6540, and 7240, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. PASSED

GENERAL LEDGER CHECKS

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

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

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

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

PERS-REDUCTION - (W) - PERS Reduction Transfer (Object 8092) in the General Fund must equal PERS Reduction, certificated and classified positions (objects 3801-3802) in all funds. PASSED

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

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

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

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

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

RESTR-BAL-TRANSFER - (W) - Transfers of Restricted Balances (Object 8997) must net to zero. PASSED

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

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for resources 3327 and 3328), by

resource.

PASSED

EXCESS-DESIGNATIONS - (W) - Legally restricted and other designation amounts reported in objects 9740 through 9780 should not create a negative undesignated/unappropriated balance (Object 9790) by fund and resource (for all funds except Fund 67).

PASSED

EXCESS-DESIGNATIONS - (W) - Legally restricted and other designation amounts reported in Fund 67, Self-Insurance Fund, objects 9740 through 9780, with rare exceptions should not create a negative undesignated/unappropriated balance (Object 9790) by resource.

PASSED

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

PASSED

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

PASSED

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

PASSED

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

PASSED

CEFB-POSITIVE - (W) - Components of Ending Fund Balance (objects 9700-9789) must be positive individually by resource, by fund.

PASSED

SUPPLEMENTAL CHECKS

EXPORT CHECKS

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

PASSED

Checks Completed.

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Second Interim
2010-11 Projected Totals
Technical Review Checks

Willow Creek Academy
Sausalito Marin City Elementary

Marin County

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

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CHECKOBJECT - (F) - All OBJECT codes must be valid.	<u>PASSED</u>
CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid.	<u>PASSED</u>
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CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>PASSED</u>
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2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

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SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, 6500-6540, and 7240, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. PASSED

GENERAL LEDGER CHECKS

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

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

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

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

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PASSED

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

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PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance (objects 9700-9789) must be positive individually by resource, by fund.

PASSED

SUPPLEMENTAL CHECKS

EXPORT CHECKS

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.

PASSED

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

PASSED

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

PASSED

Checks Completed.

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Second Interim
2010-11 Actuals to Date
Technical Review Checks

Willow Creek Academy
Sausalito Marin City Elementary

Marin County

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

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GENERAL LEDGER CHECKS

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SUPPLEMENTAL CHECKS

EXPORT CHECKS

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

Checks Completed.

Willow Creek Academy
Balance Sheet
January 31, 2011

ASSETS

Current Assets		
Cash in US Bank Unrestricted	\$	174,912.53
Cash with Fiscal Agent/Trustee		58,463.59
Employee Receivable		<u>1,085.46</u>
Total Current Assets		234,461.58
Property and Equipment		
Buildings		50,885.00
Accumulated Depr-Buildings		(13,568.00)
Equipment		10,907.90
Accumulated Depr-Equipment		<u>(4,674.00)</u>
Total Property and Equipment		43,550.90
Other Assets		<u> </u>
Total Other Assets		<u>0.00</u>
Total Assets	\$	<u><u>278,012.48</u></u>

LIABILITIES AND CAPITAL

Current Liabilities		
State Unemployment Ins Payable	\$	790.61
Worker's Compensation Payable		(3,120.36)
One-sixth Withholding Payable		45,798.00
Summer 125 Plan Payable		3,426.05
Health Premiums Payable		99.00
Short Term Loans		5,000.00
Current Portion-Capital Lease		<u>12,275.20</u>
Total Current Liabilities		64,268.50
Long-Term Liabilities		
Long Term Portion-Capital Leas		<u>3,294.99</u>
Total Long-Term Liabilities		<u>3,294.99</u>
Total Liabilities		67,563.49
Capital		
Beginning Fund Balance		188,707.21
Net Income		<u>21,741.78</u>
Total Capital		<u>210,448.99</u>
Total Liabilities & Capital	\$	<u><u>278,012.48</u></u>

**Willow Creek Academy
Cash Flow 2010/11**

Actuals Through Month of January															
	Actual July	Actual Aug	Actual Sep	Actual Oct	Actual Nov	Actual Dec	Actual Jan	Forecast Feb	Forecast Mar	Forecast Apr	Forecast May	Forecast June	Total	Budget	Estimated Budget Accruals Variance
A. Beginning Cash	183,630	194,383	136,209	170,982	153,553	105,802	162,715	233,377	173,921	287,968	238,614	184,285	183,630		
B. Revenues															
In Lieu Tax Portion - 100%			154,032	68,469	68,469	68,469	68,469	68,478	184,424	92,212	92,212	92,212	957,406	1,049,737	92,331 0
State Aid Portion - 0%													0		
Block Grant - Categorical/Incl EIA					22,253		31,623	10,541	731	0	21,937	6,689	93,774	130,249	36,475 0
California Lottery				336				5,600		5,400			11,336	23,216	11,880 0
CA Primary (K-3) Class Size Reduction			63	-1,071			19,814		19,562				38,368	78,246	39,879 0
Child Nutrition School Program				3,340	6,082	464	9,939	2,704	6,489	4,867	6,489	4,326	44,701	54,074	9,373 0
Other State Revenue			250				1,314		1,623				3,187	4,000	813 0
Federal Revenues				28,500			25,495			15,219			69,214	71,958	2,744 0
Federal Revenues(PY Deferred													0		0 0
Local, Donations, Interest	29	85	40	1,551	25	20	1,688	20	20	20	20	20	3,538	2,513	0 -1,025
Food Service Revenue			1,963	719	3,741	645	2,280	1,954	2,606	1,737	1,954	1,737	19,336	21,714	0 2,378
Grant, District			90,000			90,000			47,402				274,803	274,803	0 0
Grant, Art			5,040	207	79	286	385					10,081	16,077	15,407	0 -670
Grant, Music						25,000						10,000	25,000	25,000	0 0
Grant, Nutrition													10,000	10,000	0 0
Grant, LKC						25,000							25,000	0	-25,000 0
Grant, Spanish						30,000							30,000	30,000	0 0
Total Revenues	29	85	251,388	102,041	100,639	184,873	215,997	89,297	262,856	119,455	122,612	172,467	1,621,739	1,790,917	189,938 -20,760
C. Disbursements															
Certificated	9,333	9,333	96,163	91,770	99,133	91,463	91,083	90,365	90,365	90,365	90,365	90,365	940,103	940,103	0 0
Classified	2,414	5,848	18,690	17,587	19,520	17,426	18,723	15,770	15,770	15,770	15,770	15,770	179,059	179,059	0 0
Employee Benefits	4,996	5,358	18,283	18,041	19,740	18,010	17,840	17,164	17,164	17,164	17,164	17,164	188,088	188,088	0 0
Books and Supplies	25	12,145	19,032	9,315	11,640	9,269	1,165	13,349	13,349	33,349	41,481	41,481	205,600	205,600	0 0
Services & Operational Expenses	5,603	7,093	15,333	10,708	6,653	8,961	16,661	21,103	21,103	21,103	21,103	21,103	176,526	176,526	0 0
Capital Outlay												4,950	4,950	4,950	0 0
Facilities/Oversight Fees													0	70,800	70,800 0
SPED Encroachment													0	10,000	10,000 0
Debt Service Interest Payments	290	131	121	112	102	92	82	72	62	52	42		1,158	1,159	1 0
Total Disbursements	22,661	39,908	167,623	147,531	156,788	145,220	145,554	157,824	157,814	177,804	185,925	190,833	1,695,484	1,776,285	80,800
Adjustments and Prior Year															
Payroll Liabilities	-1,289	-732	747	-799	765	7,940	-8,862					2,231	0		
Payroll Reserve for Summer Pay			9,828	9,828	9,856	9,856	9,856	9,856	9,856	9,856	9,856	9,856	98,505	0	98,505
Employee Receivable		-1,126	159	285	-1,156	490	262	262	206	206	206	206	0	0	
Current Year Receivable/Prepaid Expenses	1,513			-1,513							1,119	1,119	1,119	1,119	
Current Year Payable				50	-50								0	0	
Short Term Loans Payable													0	0	
Debt Service Principal Payments	-1,949	-989	-998	-1,008	-1,018	-1,027	-1,037	-1,047	-1,057	-1,067	-1,078		-12,275	-12,275	0
Prior Year Transactions: Accounts Receivable	91,249	32,944	12,376	23,395									159,965	159,965	
Prior Year Transactions: Prepaid Expenses	2,027												2,027	2,027	
Prior Year Transactions: Accounts Payable	-6,824	-1,466	-71,103										-79,393	-79,393	
Prior Year Transactions: Deferred Revenue													0	0	
Prior Year Transactions: Loans Payable	-51,343	-46,983		-2,176									0	0	
Prior Year Transactions: Payroll Liabilities	33,385	-18,352	-48,993	28,061	8,399	17,259	219	9,071	9,005	8,995	8,984	13,412	-100,502	-100,502	
Total Adjustments and Prior Year													69,446	-29,659	98,505
Net Change and Ending Cash Balance															
Net Change in Cash Position	10,753	-58,174	34,773	-17,429	-47,751	56,913	70,662	-59,455	114,047	-49,354	-54,328	-4,954	-4,299	-14,427	
Ending Cash Balance	194,383	136,209	170,982	153,553	105,802	162,715	233,377	173,921	287,968	238,614	184,285	179,331	179,331		189,964
Reconciled: USBank															
Cash with Fiscal Agent	136,156	77,925	112,698	95,269	47,518	104,430	174,913	115,458	229,504	180,150	125,822	120,868			120,868
Total All Bank Accounts	58,227	58,284	58,284	58,284	58,284	58,284	58,464	58,464	58,464	58,464	58,464	58,464	58,464	58,464	58,464
Total All Bank Accounts	194,383	136,209	170,982	153,553	105,802	162,715	233,377	173,921	287,968	238,614	184,285	179,331	179,331		179,331

Willow Creek Academy
Income Statement
For the Seven Months Ending January 31, 2011

	<u>July 1 Budget</u>	<u>First Interim Revision</u>	<u>Actuals to Date</u>	<u>Remaining Budget</u>	<u>Percent</u>
Revenues					
Revenue Limit Sources	995,664	1,049,737	427,868	621,869	40.76
Federal Revenues	87,403	121,748	72,953	48,795	59.92
Other State Revenues	202,592	239,995	75,451	164,544	31.44
Other Local Revenues	365,945	379,437	253,782	125,655	66.88
Total Revenues	1,651,604	1,790,917	830,054	960,863	46.35
Expenses					
<i>Certificated Salaries</i>					
Teacher Salaries	732,736	801,103	409,647	391,456	51.14
Administrator Salaries	163,000	139,000	78,631	60,369	56.57
<i>Total Certificated Salaries</i>	<i>895,736</i>	<i>940,103</i>	<i>488,278</i>	<i>451,825</i>	<i>51.94</i>
<i>Classified Salaries</i>					
Paraeducator Salaries	166,161	115,000	62,062	52,938	53.97
Supervisor Salaries	0	0	0	0	0.00
Office/Technical Salaries	63,779	64,059	38,145	25,914	59.55
<i>Total Classified Salaries</i>	<i>229,940</i>	<i>179,059</i>	<i>100,207</i>	<i>78,852</i>	<i>55.96</i>
<i>Employee Benefits</i>					
OASDI/Medicare	85,712	82,332	43,125	39,207	52.38
Health and Welfare	37,621	42,155	25,106	17,049	59.56
Unemployment Insurance	8,067	8,058	5,210	2,848	64.66
Workers' Compensation	20,500	16,035	8,448	7,587	52.68
Other Benefits	35,000	39,507	20,380	19,127	51.59
<i>Total Employee Benefits</i>	<i>186,900</i>	<i>188,087</i>	<i>102,269</i>	<i>85,818</i>	<i>54.37</i>
<i>Books and Supplies</i>					
Books/Reference	15,000	15,000	13,482	1,518	89.88
Instructional Materials/Suppli	12,500	14,500	8,586	5,914	59.21
Supplies/Stores	12,500	13,100	8,213	4,887	62.69
Non-Capitalized Equipment	10,000	70,000	2,124	67,876	3.03
Non-Capaltized	0	0	0	0	0.00
Food Service Supplies	89,000	93,000	30,186	62,814	32.46
<i>Total Books and Supplies</i>	<i>139,000</i>	<i>205,600</i>	<i>62,591</i>	<i>143,009</i>	<i>30.44</i>
<i>Services/Operating Expensts</i>					
Travel/Conferences	0	0	0	0	0.00
Dues/Memberships	3,500	3,500	885	2,615	25.29
Insurance	5,000	5,000	2,934	2,066	58.68
Rentals/Leases/Repairs	38,521	42,900	3,424	39,476	7.98
Professional Services	109,901	183,626	59,947	123,679	32.65
Communications	12,300	12,300	3,823	8,477	31.08
<i>Total Services/Operating Expenses</i>	<i>169,222</i>	<i>247,326</i>	<i>71,013</i>	<i>176,313</i>	<i>28.71</i>

Willow Creek Academy
Income Statement
For the Seven Months Ending January 31, 2011

	<u>July 1 Budget</u>	<u>First Interim Revision</u>	<u>Actuals to Date</u>	<u>Remaining Budget</u>	<u>Percent</u>
<i>Capital Outlay</i>					
Sites/Site Improvements	0	0	0	0	0.00
Capital Equipment	4,950	4,950	0	4,950	0.00
<i>Total Capital Outlay</i>	<i>4,950</i>	<i>4,950</i>	<i>0</i>	<i>4,950</i>	<i>0.00</i>
<i>Other Outgo</i>					
Other Transfers	10,000	10,000	0	10,000	0.00
<i>Total Other Outgo</i>	<i>10,000</i>	<i>10,000</i>	<i>0</i>	<i>10,000</i>	<i>0.00</i>
Total Expenses	1,635,748	1,775,125	824,358	950,767	46.44
 Other Sources and Uses					
<i>Other Sources</i>					
Other Sources	0	0	0	0	0.00
Charter School Loans	0	0	0	0	0.00
<i>Total Other Sources</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0.00</i>
<i>Other Uses</i>					
Debt Service Interest	(1,159)	(1,159)	(930)	(229)	80.24
Debt Service Principal	(12,275)	(12,275)	(8,026)	(4,249)	65.38
<i>Total Other Uses</i>	<i>(13,434)</i>	<i>(13,434)</i>	<i>(8,956)</i>	<i>(4,478)</i>	<i>66.67</i>
Total Other Sources and Uses	(13,434)	(13,434)	(8,956)	(4,478)	66.67
Net Increase/Decrease in Fund Balance	2,422	2,358	(3,260)	5,618	

Willow Creek Academy
Balance Sheet
February 28, 2011

ASSETS

Current Assets		
Cash in US Bank Unrestricted	\$	114,849.25
Cash with Fiscal Agent/Trustee		58,463.59
Employee Receivable		<u>823.16</u>
Total Current Assets		174,136.00
Property and Equipment		
Buildings		50,885.00
Accumulated Depr-Buildings		(13,568.00)
Equipment		10,907.90
Accumulated Depr-Equipment		<u>(4,674.00)</u>
Total Property and Equipment		43,550.90
Other Assets		<u> </u>
Total Other Assets		<u>0.00</u>
Total Assets		<u><u>\$ 217,686.90</u></u>

LIABILITIES AND CAPITAL

Current Liabilities		
State Unemployment Ins Payable	\$	1,604.11
Worker's Compensation Payable		(3,292.41)
One-sixth Withholding Payable		54,957.60
Summer 125 Plan Payable		4,162.65
Short Term Loans		5,000.00
Current Portion-Capital Lease		<u>12,275.20</u>
Total Current Liabilities		74,707.15
Long-Term Liabilities		
Long Term Portion-Capital Leas		<u>3,294.99</u>
Total Long-Term Liabilities		<u>3,294.99</u>
Total Liabilities		78,002.14
Capital		
Beginning Fund Balance		188,707.21
Net Income		<u>(49,022.45)</u>
Total Capital		<u>139,684.76</u>
Total Liabilities & Capital		<u><u>\$ 217,686.90</u></u>

**Willow Creek Academy
Cash Flow 2010/11**

Actuals Through Month of February																
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Budget	Estimated Budget
	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total			
A. Beginning Cash	183,630	194,383	136,209	170,982	153,553	105,802	162,715	233,377	173,313	276,988	224,395	173,937	183,630			
B. Revenues																
In Lieu Tax Portion - 100%			154,032	68,459	68,459	68,459	68,459	68,459	185,042	92,521	92,521	92,521	958,932	1,046,443	87,511	0
State Aid Portion - 0%													0			
Block Grant - Categorical/Ind EIA					22,253		31,623	10,541	1,312	0	20,916	2,573	89,218	129,985	40,767	0
California Lottery				336				8,963		5,400			14,699	26,883	12,184	0
CA Primary (K-3) Class Size Reduction		63	-1,071				19,814		19,562				38,368	78,246	39,879	0
Child Nutrition School Program				3,340	6,082	464	9,939	3,728	6,489	4,867	6,489	4,326	45,725	54,074	8,349	0
Other State Revenue		250					1,314	9,582	257	257	257	257	12,174	4,000	1,151	-9,325
Federal Revenues				28,500			25,495			15,219			69,214	73,075	3,861	0
Federal Revenues/PY Deferred													0	0	0	0
Local, Donations, Interest	29	85	40	1,551	25	20	1,688	35	132	132	132	132	4,000	4,000	0	0
Food Service Revenue			1,963	719	3,741	645	2,280	0	4,560	1,737	1,954	1,737	19,336	21,714	0	2,378
Grant, District			90,000			90,000			49,049				278,097	278,097	0	0
Grant, Art			5,040	207	79	286	385	245	200	200	200	159	7,000	7,000	0	0
Grant, Music							25,000						25,000	25,000	0	0
Grant, Nutrition									10,000				10,000	10,000	0	0
Grant, LK/Art Fest/Tech Grant							25,000						25,000	25,000	0	0
Grant, Spanish							30,000						30,000	30,000	0	0
Total Revenues	29	85	251,388	102,041	100,639	184,873	215,997	101,553	276,602	120,333	122,469	150,753	1,826,763	1,813,517	193,701	-6,947
C. Disbursements																
Certificated	9,333	9,333	96,163	91,770	99,133	91,463	91,083	92,868	95,548	95,548	95,548	95,548	963,337	963,337	0	0
Classified	2,414	5,848	18,690	17,587	19,520	17,426	18,723	20,116	20,442	20,442	20,442	20,442	202,092	202,092	0	0
Employee Benefits	4,996	5,358	18,283	18,041	19,740	18,010	17,840	18,140	18,213	18,213	18,213	18,213	193,261	193,261	0	0
Books and Supplies	25	12,145	19,032	9,315	11,640	9,269	1,165	27,778	21,308	21,308	21,308	21,308	175,600	175,600	0	0
Services & Operational Expenses	5,603	7,093	15,333	10,708	6,653	8,961	16,661	12,296	26,398	26,398	26,398	26,398	188,899	188,899	0	0
Capital Outlay												4,950	4,950	4,950	0	0
Facilities/Oversight Fees													0	70,586	70,586	0
SPED Encroachment													0	10,000	10,000	0
Debt Service Interest Payments	290	131	121	112	102	92	82	72	62	52	42		1,158	1,159		1
Total Disbursements	22,661	39,908	167,623	147,531	156,788	145,220	145,554	171,270	181,971	181,961	181,951	186,859	1,729,297	1,809,884	80,586	
Adjustments and Prior Year																
Payroll Liabilities	-1,289	-732	747	-799	765	7,940	-8,862	542				1,688	0			
Payroll Reserve for Summer Pay			9,828	9,828	9,856	9,856	9,856	9,896	9,896	9,896			98,705	0	98,705	
Employee Receivable		-1,126	159	285	-1,156	490	262	262	206	206			0	0	0	
Current Year Receivable/Prepaid Expenses	1,513			-1,513								1,119	1,119	1,119		
Current Year Payable				50	-50							0	0	0	0	
Short Term Loans Payable												0	0	0		
Debt Service Principal Payments	-1,949	-989	-998	-1,008	-1,018	-1,027	-1,037	-1,047	-1,057	-1,067	-1,078		-12,275	-12,275		0
Prior Year Transactions: Accounts Receivable	91,249	32,944	12,376	23,395									159,965	159,965		
Prior Year Transactions: Prepaid Expenses	2,027												2,027	2,027		
Prior Year Transactions: Accounts Payable	-6,824	-1,466	-71,103										-79,393	-79,393		
Prior Year Transactions: Deferred Revenue													0	0		
Prior Year Transactions: Loans Payable													0	0		
Prior Year Transactions: Payroll Liabilities	-51,343	-46,983		-2,176									-100,502	-100,502		
Total Adjustments and Prior Year	33,385	-18,352	-48,993	28,061	8,399	17,259	219	9,654	9,045	9,035	9,024	12,909	69,646	-29,059	98,705	
Net Change and Ending Cash Balance																
Net Change in Cash Position	10,753	-58,174	34,773	-17,429	-47,751	56,913	70,662	-80,063	103,675	-52,594	-50,457	-23,196	-32,889	-23,426		
Ending Cash Balance	194,383	136,209	170,982	153,553	105,802	162,715	233,377	173,313	276,988	224,395	173,937	150,741	150,741		165,151	
Reconciled: USBank																
Cash with Fiscal Account	136,156	77,925	112,698	95,269	47,518	104,430	174,913	114,850	218,525	165,931	115,474	92,277	92,277		58,464	
Total All Bank Accounts	58,227	58,284	58,284	58,284	58,284	58,284	58,464	58,464	58,464	58,464	58,464	58,464	58,464		58,464	
Total All Bank Accounts	194,383	136,209	170,982	153,553	105,802	162,715	233,377	173,313	276,988	224,395	173,937	150,741	150,741		150,741	

Willow Creek Academy
Income Statement
For the Eight Months Ending February 28, 2011

	<u>July 1 Budget</u>	<u>Second Interim Revision</u>	<u>Actuals to Date</u>	<u>Remaining Budget</u>	<u>Percent</u>
Revenues					
Revenue Limit Sources	995,664	1,046,443	496,327	550,116	47.43
Federal Revenues	87,403	122,865	76,386	46,479	62.17
Other State Revenues	202,592	243,398	104,832	138,566	43.07
Other Local Revenues	365,945	365,811	254,062	111,749	69.45
Total Revenues	1,651,604	1,778,517	931,607	846,910	52.38
Expenses					
<i>Certificated Salaries</i>					
Teacher Salaries	732,736	818,989	490,331	328,658	59.87
Administrator Salaries	163,000	144,348	90,815	53,533	62.91
<i>Total Certificated Salaries</i>	<i>895,736</i>	<i>963,337</i>	<i>581,146</i>	<i>382,191</i>	<i>60.33</i>
<i>Classified Salaries</i>					
Paraeducator Salaries	166,161	134,562	76,640	57,922	56.96
Supervisor Salaries	0	0	0	0	0.00
Office/Technical Salaries	63,779	67,530	43,683	23,847	64.69
<i>Total Classified Salaries</i>	<i>229,940</i>	<i>202,092</i>	<i>120,323</i>	<i>81,769</i>	<i>59.54</i>
<i>Employee Benefits</i>					
OASDI/Medicare	85,712	84,400	51,358	33,042	60.85
Health and Welfare	37,621	43,443	28,772	14,671	66.23
Unemployment Insurance	8,067	9,310	6,024	3,286	64.70
Workers' Compensation	20,500	16,438	10,051	6,387	61.14
Other Benefits	35,000	39,598	24,203	15,395	61.12
<i>Total Employee Benefits</i>	<i>186,900</i>	<i>193,189</i>	<i>120,408</i>	<i>72,781</i>	<i>62.33</i>
<i>Books and Supplies</i>					
Books/Reference	15,000	15,000	16,607	(1,607)	110.71
Instructional Materials/Suppli	12,500	14,500	10,008	4,492	69.02
Supplies/Stores	12,500	13,100	18,418	(5,318)	140.60
Non-Capitalized Equipment	10,000	40,000	2,453	37,547	6.13
Non-Capaltized	0	0	0	0	0.00
Food Service Supplies	89,000	93,000	42,883	50,117	46.11
<i>Total Books and Supplies</i>	<i>139,000</i>	<i>175,600</i>	<i>90,369</i>	<i>85,231</i>	<i>51.46</i>
<i>Services/Operating Expensts</i>					
Travel/Conferences	0	0	0	0	0.00
Dues/Memberships	3,500	3,500	1,423	2,077	40.66
Insurance	5,000	5,000	2,934	2,066	58.68
Rentals/Leases/Repairs	38,521	42,793	4,174	38,619	9.75
Professional Services	109,901	195,892	69,815	126,077	35.64
Communications	12,300	12,300	4,963	7,337	40.35
<i>Total Services/Operating Expenses</i>	<i>169,222</i>	<i>259,485</i>	<i>83,309</i>	<i>176,176</i>	<i>32.11</i>

Willow Creek Academy
Income Statement
For the Eight Months Ending February 28, 2011

	<u>July 1 Budget</u>	<u>Second Interim Revision</u>	<u>Actuals to Date</u>	<u>Remaining Budget</u>	<u>Percent</u>
<i>Capital Outlay</i>					
Sites/Site Improvements	0	0	0	0	0.00
Capital Equipment	4,950	4,950	0	4,950	0.00
<i>Total Capital Outlay</i>	<i>4,950</i>	<i>4,950</i>	<i>0</i>	<i>4,950</i>	<i>0.00</i>
<i>Other Outgo</i>					
Other Transfers	10,000	10,000	0	10,000	0.00
<i>Total Other Outgo</i>	<i>10,000</i>	<i>10,000</i>	<i>0</i>	<i>10,000</i>	<i>0.00</i>
Total Expenses	1,635,748	1,808,653	995,555	813,098	55.04
 Other Sources and Uses					
<i>Other Sources</i>					
Other Sources	0	0	0	0	0.00
Charter School Loans	0	0	0	0	0.00
<i>Total Other Sources</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0.00</i>
<i>Other Uses</i>					
Debt Service Interest	(1,159)	(1,159)	(1,002)	(157)	86.45
Debt Service Principal	(12,275)	(12,275)	(9,073)	(3,202)	73.91
<i>Total Other Uses</i>	<i>(13,434)</i>	<i>(13,434)</i>	<i>(10,075)</i>	<i>(3,359)</i>	<i>75.00</i>
Total Other Sources and Uses	(13,434)	(13,434)	(10,075)	(3,359)	75.00
Net Increase/Decrease in Fund Balance	2,422	(43,570)	(74,023)	30,453	

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Enrique M. Vassallo

March 14, 2011

Thomas Newmeyer, President
Sausalito Marin City School District Board of Trustees
Sausalito Marin City School District
630 Nevada Street
Sausalito, CA 04065

Re: Sausalito Marin City School District and Orbach, Huff & Suarez LLP

Dear Mr. Newmeyer:

Our firm is extremely pleased to represent the Sausalito Marin City School District. This letter shall serve to outline the terms and conditions of that representation. If you have any questions concerning any of the information provided in this letter, I welcome your call.

1. Scope of Services.

Our responsibilities on your behalf shall be to represent the Sausalito Marin City School District (District) in matters related to its facilities and construction programs and on other matters from time to time as the District may request.

2. Fees.

The measure for our services will be the actual time expended performing legal services at hourly rates in effect at the time services are performed for the lawyers, paralegals and clerks who are directly involved in the matters for which you have retained us. Our regular hourly rates are \$400 per hour for partners and of counsel; \$225 to \$300 per hour for associate attorneys; \$100 to \$150 per hour for paralegals; and \$25 to \$50 per hour for clerks. Because of its public mission and it being our privilege to perform services for the District, we will discount our regular rates and charge the District a maximum of \$250 per hour for all attorneys, whether partner or associate. Our rates will stay at that rate until at least July, 2012.

Our firm may change the hourly rates for its personnel. We will, however, advise you as to any change in our hourly rates before they become effective.

ORBACH, HUFF & SUAREZ LLP

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3. Retainer.

As a matter of policy, we require new clients of the firm to pay us an initial retainer to be applied towards fees and costs. In your instance, however, we are willing to waive this policy.

4. Expenses Incurred and Other Charges.

In addition to our fee, we will expect the District to reimburse us for all expenses we incur on its behalf, including expert witness fees, long distance telephone calls, travel costs, air freight, commercial messengers, computer research terminal time and printing costs, secretarial and word processing overtime when dictated by your needs and the like; we will expect the District to pay us for all photocopying (currently 25¢ per page) and telecopying (currently \$1.00 per page) done by us with respect to its matter(s).

5. Billing Practices.

We will send an invoice to you monthly detailing all of the expenses incurred during the previous month. These invoices will be of sufficient detail to enable you to determine the nature of any expenses incurred.

6. Termination of Representation.

The attorney-client relationship is one of mutual trust and confidence, and you are, of course, free to terminate our relationship at any time. We will also be free to terminate the relationship at any time, and should that unlikely event occur, we will do so in a manner which complies with applicable law, court rules and the Rules of Professional Conduct of the State Bar of California. These rules permit us to withdraw if, among other reasons, your conduct renders it unreasonably difficult for us to carry out the representation effectively.

7. Professional Liability Insurance.

Orbach, Huff & Suarez LLP carries professional errors and omissions liability insurance. No representation is made by Orbach, Huff & Suarez LLP as to "insurance coverage" for the types of service which we may perform for you.

8. Arbitration and Costs.

We look forward to a beneficial and mutually productive relationship with the District. If, however, you become dissatisfied for any reason with the services we have performed, we encourage you to bring that to our attention immediately. It is our belief that most such problems

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can be resolved by good faith discussions between the parties. Nevertheless, it is always possible that some dispute may arise which cannot be resolved by discussions between us. We believe that such disputes can be resolved more expeditiously and with less expense to all concerned by binding arbitration than by court proceedings.

Arbitration is a process by which both parties to a dispute agree to submit the matter to an arbitrator and to abide by the arbitrator's decision. In arbitration, there is no right to a trial by jury, and the arbitrator's legal and factual determinations are generally not subject to appellate review. Rules of evidence and procedure are often less formal and rigid than in a court trial. Arbitration usually results in a decision much more quickly than proceedings in court, and the attorneys' fees and other costs incurred by both sides are usually substantially less. Of course, you are encouraged to discuss the advisability of arbitration with other counsel or any of your other advisors and to ask any questions which you may have.

Any dispute based upon, arising out of or relating to our engagement, this letter agreement and/or the performance or non-performance of services (including, without limitation, claims of professional negligence) as well as any dispute as to the arbitrability of any such claims will be subject to binding arbitration to be held in the California county in which the District office is located, before a retired California superior court judge pursuant to the commercial arbitration rules of the American Arbitration Association. The arbitrator's award will be final and binding and judgment thereon may be entered in any court of competent jurisdiction. As a practical matter, by agreeing to arbitrate all parties are waiving jury trial.

The prevailing party in any such arbitration or litigation will be entitled to recover all attorney's fees (including, in the event we are the prevailing party, the value of the time of all attorneys in our firm who perform legal services in any such arbitration or litigation, computed at their normal billing rates), all experts' fees and expenses and all costs (whether or not such costs are recoverable pursuant to the California Code of Civil Procedure) which may be incurred in connection with either obtaining or collecting any judgment and/or arbitration award, in addition to any other relief to which that party may be entitled.

If you ever have any concerns about our work, please contact me at any time.

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If you agree with the foregoing, then please:

- Sign one (1) of the enclosed copies of this letter, and return it to me.
- If you receive this letter via email, please print two (2) copies, sign one (1), and return it to me.

Please keep a duplicate original for your records.

I look forward to continuing to work with you and thank you again for your trust in choosing Orbach, Huff & Suarez LLP.

Very truly yours,
ORBACH, HUFF & SUAREZ LLP



Catherine G. Boskoff

Accepted and agreed by Orbach, Huff & Suarez LLP on _____, 2011

By: _____

The undersigned has read and understood this agreement, represents the authority to execute this agreement on behalf of the Sausalito Marin City School District, and acknowledges that this agreement is subject to binding arbitration as provided above. The foregoing accurately sets forth all the terms of your engagement and is approved and accepted on _____, 2011.

By: _____

Title: _____

Sausalito Marin City School District Minutes

Created: March 08, 2011 at 03:57 PM

February 17, 2011

February 17, 2011

Thursday, 05:45 PM

District Office

630 Nevada Street

Sausalito

Attendees

Karen Benjamin

Thomas Newmeyer

Shirley Thornton

Mark Trotter

William Ziegler

Debra Bradley

non-voting

Meeting Minutes

Others in Attendance: Jon Bontz, Mill Valley Soccer Club; Martin Blake and Richard Gunn, Marin Highlanders Rugby Club; Jack and Mrs. Schwartz, Alison Neufeld, Felicia Gaston, Kerry Peirson, Rafael Durr, Paul Austin, Carol Cooper, Bruce Huff, Jonnette Newton, Clark Warden, Julius Holtzclaw, Susan Cassidy, Trellis Condra, Jerry Hardyman, Natasha Griffin, Carmen Rivera, Debra Moore, Mark Tong, Forrest Corson, Orlando Wiggins, Homer Hall, Nancy Johnson, Alexis Wise, Leslie Alden, Kerry Peirson, Margie Bonardi and Kathy Blazei taking minutes

CALL TO ORDER

Minutes

President Newmeyer called the meeting to order at 5:45 pm.

1. Addressing the Board Prior to Closed Session (D)

Persons wishing to address the Board on items on the closed session agenda may do so at this time. (Turn in completed card; 3-minute time limit for presentation.)

Minutes

Carmen Rivera, Teacher, conveyed that she did not believe she would be renewed as a teacher, despite the strong skills she brought to the District.

Natasha Griffin, Teacher, observed that since joining the District in the Fall 2001, she had seen many teachers come and go, including three principals in three years; staff morale is very low. Ms. Griffin stated that staff deserves respect for what they do; she attributed turnover and morale to a lack of administrative leadership and requested the Board keep this in mind during evaluations.

Debra Moore, Teacher, added that site leadership sets the tone for the staff as well. No one has reached out to staff.

CLOSED SESSION

1. With respect to every item of business to be discussed pursuant to Government Code**54957: PERSONNEL (P)**

The Board will meet with District Legal Counsel, Alison Neufeld.

2. With respect to every item of business to be discussed in closed session pursuant to**Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR (P)**

Chief Negotiator for Sausalito Marin City School District: Alison Neufeld

Negotiations with: Sausalito District Teachers Association (SDTA)

OPEN SESSIONMinutes

Open session was convened at 7:10 pm.

1. Report Out from Closed Session (P)Minutes

President Newmeyer reported out that the Board had voted unanimously in closed session to authorize non-reelection of classroom teacher #47051 (Resolution #631).

2. Pledge of Allegiance (D)Minutes

Vice President Mark Trotter led the Pledge of Allegiance.

3. Approval of Agenda Order (P)Minutes

M/s/c Trotter/Thornton/all to remove Item #1 under Administrative and External and approve the remaining agenda order

Motion made by: Mark Trotter

Seconded by: Shirley Thornton

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

4. Addressing the Board Prior to the Open Session (D)

Persons wishing to address the Board on open session items on the agenda or items not on the agenda may do so at this time. (Turn in completed card; 3-minute time limit for presentation. Regarding comments on items that are not on the agenda, Board members may listen to your presentation but are prohibited by the Brown Act from making a response.)

Minutes

Paul Austin, Marin City Parks and Recreation, spoke in favor of upgrades to the Martin Luther King, Jr. Academy athletic field. He asked the Board to take into consideration who uses field and for how much time. He observed that children/youth use the field for Little League, softball and summer baseball. The recreation portion of the new extended day program will increase field need. The field is underutilized and it needs to be kept up.

Jack Schwartz, President of the Sausalito Marin City Little League, conveyed that Little League wants to continue to practice and play on the Martin Luther King, Jr. Academy athletic field.

RECOGNITION**1. Recognition of Mr. Tony Agapinan (D)**

The Board will acknowledge the contributions of Mr. Tony Agapinan to the young people of our community and specifically to Willow Creek Academy. Mr. Agapinan passed away suddenly in January 2011.

Minutes

Bruce Huff remembered Tony Agapinan, a founder and first president of Willow Creek Academy (WCA) and described Mr. Agapinan as a driving force in the early formation of WCA. Trustee Bill Ziegler added that Tony Agapinan would be remembered as upbeat, of high energy and a pleasure to work with.

2. Recognition of Dr. Shirley Thornton (D)

The Board will recognize Dr. Shirley Thornton who has received the California Assembly Resolution for her distinguished record of leadership as a California educator. The award was presented to Dr. Thornton by Assemblyman Tom Ammiano.

Minutes

Board members and Superintendent Bradley recognized Dr. Thornton and presented a plaque awarded to her last week by the California Legislature for her leadership in educating the children of California.

EDUCATION**1. Principal's Report - Bayside Elementary School (P)**Minutes

Jonnette Newton, Principal, Bayside Elementary School, reported on:

- Family Game Night for Pre-K, K, 1 Families: Bingo, attended by about 100 people
- Family Game Night for 2nd & 3rd Grade Families: The Price is Right, Tuesday, March 29, 6:00 to 7:30 pm
- Black History Program: Friday, February 18 at 10:00 am – everyone is invited

2. Principal's Report - Martin Luther King, Jr. Academy (V)

Minutes

No Report

3. Head of School's Report - Willow Creek Academy (V)

Minutes

Carol Cooper, WCA Head of School, reported on:

- The 5th Annual Toast to Teachers
- Appreciation for David Martin Luther, Music Specialist.

4. Enrollment Report February 2011 (V)

Enrollment Report: Includes students enrolled at Bayside, Martin Luther King Jr. Academy and Willow Creek Academy effective February 11, 2011.

Minutes

Margie Bonardi, Business Manager, reported that as of February 11, 2011, enrollment was: Bayside Elementary, 124; Martin Luther King, Jr. Academy, 44; Willow Creek Academy, 218.

BUDGET

1. Willow Creek Academy Financial Report (V)

Financial statements for December 2010

Minutes

Clark Warden, WCA Treasurer, reported that WCA is working on revisions for the Second Interim Report and that no major issues or problems are apparent at this point.

FACILITIES

1. Martin Luther King, Jr. Academy Ball Field Upgrades (V)

Mr. Jon Bontz, Mill Valley Soccer Club, and Mr. Martin Blake, Highlander Rugby Club, will be present this evening to expand and continue the discussion begun with Mr. Trotter on their interest in a long term lease on the MLK ball field and to provide upgrades to the ball field that would include:

- Astro turf playing surface
- Guaranteed income to the school district over 20 years
- Guaranteed student access to the field for school programs
- To facilitate after school programs and summer "sport" camp
- Potential for locker room in the future.

Discussion and, if appropriate, approval to continue discussion of funding sources and legal review of contract documents.

Minutes

Trustee Trotter introduced and welcomed Mr. Martin Blake and Mr. Richard Gunn, Marin Highlanders Youth Rugby Club (MHYRC) and Mr. Jon Bonz, Mill Valley Soccer Club (MVSC). Trustee Trotter spoke of a long time vision to make the athletic field at Martin Luther King, Jr. Academy a center to bring the Sausalito and Marin City communities together. He shared a history of prior attempts to find interest in field renovation and explained that the Marin Highlanders Youth Rugby Club and Mill Valley Soccer Club would make a proposal for multiyear field use tonight.

Mr. Blake and Mr. Bonz introduced their organizations:

Marin Highlanders Youth Rugby Club is a not for profit organization in existence since 1967, currently serving 187 boys with plans to add girls. There is a modest membership fee with scholarships available through private sponsors and fundraising. Players range in age from 8 to 19 years old. There is a code of conduct. The Club is parent managed with an elected 18 member Board of Directors. The Club hosts visiting teams, playing various middle and high schools in Marin, and provides refreshments following every game. Club members participate in community involvement such as the "Give Back" event where food and other items are donated to Homeward Bound of Marin. The rugby season is mid-December to mid-May with daily practice for 6 teams run by age. Games are played on Saturdays.

Mill Valley Soccer Club, serving 2,000 kids, is also a not for profit organization. It sponsors teams, kindergarten through high school, but the core is elementary age - 2nd to 5th grade. The soccer club needs to expand beyond the limits of Mill Valley due to growth of membership, and expansion which includes communities that have no soccer programs of their own. They want to reach out to the extended community. Transportation to Mill Valley has historically been an issue for Marin City and Sausalito students but this proposal offers them an opportunity to join a team that practices and plays games in Marin City.

Mr. Blake reported that he approached Johnathan Logan, Jr., General Manager for Marin City Community Services District 18 months ago and most recently Trustee Trotter regarding the rugby club's need for a home. Realizing that the cost of field renovation is more than any one club can afford, and that rugby and soccer don't overlap seasons, the two Clubs (MHYRC and MVSC) decided that together they have the resources to put forth a proposal to the District. Field renovations have been estimated at 1.25 million dollars, considered affordable by the Clubs if they are granted exclusive field use after school hours (3:30/4:00 pm to 9:00 pm). Both Clubs recognize that the school and community also have an interest in the use of the fields; the objective would be to create an opportunity to work together so the fields can be used after hours by everyone, with a schedule to suit everyone's best interests.

Trustee Benjamin asked about training for students who want to play rugby. Mr. Blake explained that MLK students would be encouraged to become members and their families to be supporters and participants in the Club, with an after school program for MLK students during the rugby season (mid December to mid May).

Trustee Thornton asked how Little League would fit in. Mr. Blake responded that there are no current schedules to say whether Little League would or would not fit in but he thought a Little League season would conflict with the rugby season and possibly the beginning of soccer season. Paul Austin, Marin City Parks and Recreation, offered that Little League practices begin in February and that its season runs until May.

Mr. Blake stated that all leagues have commitments for practices and games, that there is not enough acreage to have separate areas for separate sports, and that the Clubs would want to work with people. Trustee Trotter added that there would need to be discussion about how programs could fit together.

Mr. Bontz reviewed that the District needs money to secure a loan to build a field; the Clubs would jointly be willing to commit 20 years of rent revenue for 100% of the time the field is available for use. The soccer season is August 1 through December 15; they would not need the field in the off seasons. The Clubs would be willing to pay to ensure use when they need it; banks will look at the assurance of income over a long time when giving a loan to the District.

Homer Hall, Vice President of the Sausalito Marin City Little League advised that Little League has been playing on that field for a long time.

Nancy Johnson, Board Member for Marin City Community Services District (CSD) said that she expressed the CSD board's concern that there will be space for the extended day and what it would mean to programs to provide physical activities for students.

Johnathan Logan, CSD General Manager, clarified that in his initial conversation with Mr. Blake, the priority order Johnathan Logan discussed related to field use was school, community, external users. Tonight's presentation was new to him. Mr. Logan agreed that it is a good idea to renovate the field and commended Trustee Trotter's efforts. Mr. Logan expressed his opinion that a 20 year commitment seems too long and suggested consideration of shorter terms with an option to extend. He also suggested exploring other financing options so as not to encumber the field for such a lengthy time. He reiterated that CSD is partnering with the District to provide extended day play and asked how that would fit in. Mr. Logan added that Pop Warner football is also played on the field.

Mr. Bonz suggested that the District could consider managing the field and renting it out but the District doesn't have the ability to do that at present due to the field's condition, nor does it have the funds.

Trustee Trotter reiterated his interest to find a way to make the field useful for everyone, emphasizing that this is a point to begin a discussion, which had to begin with some type of framework; nothing is viable without funding.

Johnathan Logan suggested including CSD and others from Marin City in discussions, with a Saturday meeting to maximize community outreach and involvement.

Trustee Ziegler commended Mr. Logan's order of priority and suggested that a bond might be considered a way to alternatively raise funds for field renovations.

Kerry Pierson encouraged community involvement and suggested the possibility of parks and recreation similar to the neighborhood of Strawberry.

Trustee Thornton reiterated that the District does not have the money for field renovations. Trustee Trotter clarified that the field is District owned property.

Trustee Trotter recommended field discussions be referred to the Facilities Committee and to include community.

Richard Gunn gave his assurance that both Clubs come to the community to be members of the community, not interlopers.

President Newmeyer concluded that it's the beginning of a discussion.

2. Phase II: Identification of Owner's Representative as Project Manager - Bruce Huff (P)

At the Facilities Committee meeting of February 17, 2011, the committee voted to name Bruce Huff as the Project Manager and Owner's representative for Phase II. This decision of the committee will

be presented for ratification by the full Board at their board meeting of February 17, 2011.

Minutes

M/s/c Trotter/Benjamin/all to ratify the Facilities Committee's selection of Bruce Huff as the Project Manager and Owner's representative for Phase II.

Trustee Ziegler recommended a Facilities Committee meeting be scheduled.

Motion made by: Mark Trotter

Seconded by: Karen Benjamin

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

3. Agreement for Preliminary Services for the Construction and Modernization of Willow Creek Academy (P)

Board consideration of Agreement for Preliminary Services for the Construction and Modernization of Willow Creek Academy with Alten Construction, Inc. in preparation for construction, Phase II of the Willow Creek Academy project.

Minutes

M/s/c Ziegler/Trotter/all to approve the Agreement for Preliminary Services for the Construction and Modernization of Willow Creek Academy with Alten Construction, Inc.

Motion made by: William Ziegler

Seconded by: Mark Trotter

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

4. Agreement for Professional Services with Dannis Woliver Kelley (P)

Board consideration of Agreement for Professional Services with Dannis Woliver Kelley for Phase II of the Willow Creek Academy project.

Minutes

M/s/c Trotter/Ziegler/all to approve the Agreement for Professional Services with Dannis Woliver Kelley

Motion made by: Mark Trotter

Seconded by: William Ziegler

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

5. Willow Creek Academy Prop 39 Request (D)

The response to Mr. Orlando Lobo, President of Willow Creek Academy, regarding their October 28, 2010 Prop 39 application was hand delivered to Mr. Lobo on February 15, 2011.

Minutes

Superintendent Bradley updated board members on the status of WCA' Prop 39 request.

6. Acoustical Solution for Martin Luther King Jr. Academy (F)

The attached cost estimate from Bay Area Noise Control, in the amount of \$18,060, will be reviewed with the Board. The cost estimate is for hanging baffles of acoustical vinyl covered sound board from the hallway ceiling to break up reflective noise. The vinyl coverings may be ordered in school colors with the mascot or motto printed on them.

An alternate/additional cost estimate is being obtained from a separate source. If received in time, it will be presented for replacing upper mezzanine railing panels with a three-piece assembly of: perforated metal-sound board-perforated metal, bolted to the existing railing. The assembly would mimic the look of the original railing panels, while providing a dampening source for the sound absorption.

Minutes

Forrest Corson, Director of Maintenance and Operations, provided samples of sound barriers and colors available. Mr. Corson had received an estimate for ceiling hung barriers. He was still waiting for an estimate for sound barriers to be applied to railings but anticipated it would cost more due to greater coverage. There was a brief discussion of who will design the graphics. Margie Bonardi conveyed that the project could be funded from either Fund 17 or Fund 49.

M/s/c Thornton/Newmeyer/all to proceed with ceiling hung banners to be expensed from Fund 17.

Motion made by: Shirley Thornton

Seconded by: Thomas Newmeyer

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

7. Director of Maintenance and Operations' Report (D)
Minutes

Forrest Corson reviewed current maintenance and operations on school campuses.

CONSENT AGENDAMinutes

M/s/c – Roll Call Trotter/Newmeyer/ Ayes 5, Noes 0 to approve the entire consent agenda.

1. Board Policy Updates (V) (C)

Second reading/action on updates for:

Board Policy 4020 Drug and Alcohol-Free Workplace
Board Policy 5113.1 Chronic Absence and Truancy
Board Policy 5117 Interdistrict Attendance
Board Policy 5118 Open Enrollment Act Transfers (New)
Board Policy 5141.21 Administering Medication and Monitoring Health Conditions
Board Policy 5141.3 Health Examinations
Board Policy 5141.31 Immunizations
Board Policy 6011 Academic Standards
Board Policy 6161.1 Selection and Evaluation of Instructional Materials
Board Policy 6164.4 Identification and Evaluation of Individuals for Special Education

2. Approval of the minutes of the 6:15 pm special board meeting of January 13, 2011

(V) (C)

3. Approval of the minutes of the 6:45 pm special board meeting of January 13, 2011

(V) (C)

4. Approval of the minutes of the special board meeting of January 20, 2011 (V) (C)**5. Approval of the minutes of the annual and regular board meetings of January 20, 2011**

(V) (C)

6. Approval of the minutes of the Facilities Committee meeting of January 25, 2011

(V) (C)

7. Approval of the minutes of the special board meeting of February 1, 2011 (V) (C)**8. Approval of the minutes of the Facilities Committee meeting of February 8, 2011** (V) (C)**9. Approval of the minutes of the special board meeting of February 8, 2011** (V) (C)**10. Approval of Field Trip to Wildcare** (V) (C)

Address: 76 Albert Park Lane, San Rafael, CA 94901
Dates: February 10, 2011
Teacher: Jennifer Banks
Grade: Kindergarten

Standards Supported: Life Science: Different types of plants and animals inhabit the earth.

Students know how to observe and describe the similarities and differences in the appearance and behavior of plants and animals.

Funding: All expenses paid by a grant from Wildcare

Cost: No cost to the District

11. Consolidated Application Part II Submission to the State (P) (C)

The Consolidated Application Part II: The California Department of Education, as agent for federal projects, requires annual approval of this application to receive funding for state and federal projects. The submission of this application will result in the district receiving funding to reach, expand, enhance and supplement instructional programs for children with special needs.

12. Payment of Warrants (P) (C)

Payment of warrants under:

Batch 38 Fund 01 in the amount of \$19,562.95

Batch 38 Fund 40 in the amount of \$28,860.73

Batch 39 Fund 01 in the amount of \$90,267.64

Batch 39 Fund 13 in the amount of \$347.10

Batch 39 Fund 40 in the amount of \$1,200.00

Batch 40 Fund 01 in the amount of \$28,616.67

Batch 40 Fund 13 in the amount of \$3,854.21

Batch 40 Fund 40 in the amount of \$44,291.06

Batch 41 Fund 01 in the amount of \$47,137.50

Batch 41 Fund 13 in the amount of \$2,398.50

Batch 42 Fund 01 in the amount of \$61,487.89

Batch 42 Fund 40 in the amount of \$7,077.00

13. New Hire Maintenance/Custodial Position (P) (C)

Due to the retirement of Ismael David, the district has a current open position for a full time Maintenance/Custodial Worker. We are requesting the board approve the hire of Jeff McNaughton to fill this position.

ADMINISTRATIVE AND EXTERNAL

1. Amendment to Employment Agreement - Superintendent (P)

Approval of an amendment to the employment agreement with the Superintendent, extending the term.

Minutes

Item removed from the agenda

2. Reschedule May 26, 2011 Board Meeting Date (P)

The approved board meeting date of May 26, 2011 conflicts with the Golden Bell Education Evening. The Board may consider rescheduling to Thursday, May 19 and have one meeting in May, or rescheduling to Tuesday, May 24.

Minutes

The Board determined to move the Thursday, May 26, board meeting to Tuesday, May 24 to avoid a conflict with the scheduled Golden Bell Education Evening on May 26.

REPORTS**1. President's Report (P)**Minutes

No report

2. Board Member Reports (P)Minutes

No report

3. Superintendent's Report (P)Minutes

Superintendent Bradley shared a photo of garden bounty, which may be made available to families.

Superintendent Bradley also reviewed a letter dated January 14, 2011 from Karen Maloney, Assistant Superintendent, Marin County Office of Education regarding MCOE's review and analysis of the District's First Interim Report.

CORRESPONDENCE**1. Letter dated January 14, 2011 from Karen Maloney, Assistant Superintendent, Marin County Office of Education regarding MCOE's review and analysis of the District's First Interim Report. (D)****SAVE THE DATE****1. Future District Board Meeting Dates (D)**

All meetings are held at the District Office, 630 Nevada Street, Sausalito at 7:00 pm unless otherwise noted. *The first meeting date of each month will be allocated to, additional special meetings on facilities issues, special meetings, community forums, etc. as needed. The only or second meeting date of each month will be allocated to regular board meetings.

March 10*

March 24

April 7*

April 28

May 12*

May 26

June 9 - Two meetings in June

June 23

July 28 - One July meeting – summer break

August 11*

August 25

September 8*

September 22

October 13*

October 27

November 17 - One November meeting – holidays

December 8*

December 15

2. Future Charter School Board Meeting Dates (B)

Unless other noticed, all meetings are held at 6:30 pm on the school campus, 630 Nevada Street, Sausalito, CA. All meetings are the 3rd Wednesday of the month.

March 16
April 20
May 18
June 15

3. Upcoming Events and Important Dates (B)

February 21-25 - Winter Recess - All Schools

February 21 - Presidents' Day

February 28 - MLK Extended Day Program Begins

March 3 - Parent Institute; Gear Up Family Initiatives Project Session; Parent Center*; 5:30 pm

March 10 - Parent Institute; Gear Up Family Initiatives Project Session; Parent Center*; 5:30 pm

March 15 - Bayside Parent Student Teacher Conferences; Bayside Minimum Day

March 17 - Bayside Parent Student Teacher Conferences; Bayside Minimum Day

March 29 - MLK Parent Student Teacher Conferences; MLK Minimum Day

March 29 - Second and Third Grade Family Event, "The Price is Right", MLK Multipurpose Room, 200 Phillips Drive, Marin City, 6:00 - 7:30 pm

March 31 - MLK Parent Student Teacher Conferences; MLK Minimum Day

April 11-15 - Spring Recess - All Schools

April 15 - Classified In Lieu Day

April 20 - Parent Institute; Family Literacy Night; MLK, 200 Phillips Drive; 6:00 pm

*The Parent Center is located at 610 Drake Avenue in Marin City. Parents and community members are invited to attend.

ADJOURNMENT

Minutes

M/s/c Thornton/Benjamin/all to adjourn 9:00 pm

Signature/Date

Title

Sausalito Marin City School District Minutes

Created: March 08, 2011 at 03:40 PM

Facilities Committee Meeting

February 23, 2011

Wednesday, 09:00 AM

District Office

630 Nevada Street

Sausalito

Attendees

Thomas Newmeyer

Mark Trotter

William Ziegler

Meeting Minutes

Trustee Trotter participated via teleconference.

Others Attending: Josh Cohn, Bruce Huff, Forrest Corson, Phil Kerr, Margie Bonardi and Kathy Blazei taking minutes

CALL TO ORDER

Minutes

Board President Thomas Newmeyer called the meeting to order at 9:04 am.

FACILITIES

Phase II Plan Approval (P)

Discussion and Possible Action on Phase II Plan

Minutes

Bruce Huff distributed and reviewed 'early numbers' for portable relocation costs. He highlighted a 15% contingency included and, that the remaining funds balance after relocation of the portables was estimated at \$727,000. However, HVAC units are questionable and the cost of their repair would become an additional expense.

Bruce Huff reported that the combined estimate for alternate items such as canopy, landscape, and stairs, that might be considered at a later date depending on funds, was \$178,000.

Bruce Huff advised that scheduling is dependent on DSA timelines as much as anything else. He recommended that plans to be submitted to DSA include items to be handled during their inspections and sign off timeframes and to concentrate only on items included in those plans during that time.

Bill Ziegler asked about turf. Bruce Huff advised that non-DSA items such as turf would be addressed at a later time.

The Committee discussed a staircase from the list of alternates. Mr. Kerr thought it was of low priority; there are other usable routes. Committee members directed Josh Cohn not to include this particular staircase in plans for presentation to DSA.

Bill Ziegler asked what the appearance would be without turf. Josh Cohn answered that it would be compacted soil but, that the plan with alternates includes flexibility for different landscape ideas. Bruce Huff added that plans for DSA include grading, irrigation and canopy columns in readiness for

the future. Josh Cohn clarified for Bill Ziegler that there will be deck railings where needed and for Mark Trotter that no play structure is included.

Bruce Huff summarized that the project will be approved, compliant and occupyable. The contractor has shaped the project according to what he has been given; the Committee will have to prioritize and work with the contractor on some of the interior items. Extras (alternates) are going into a separate budget. Budget and schedules are what drive the main project, which must get submitted to DSA. Josh Cohn still has to ready the final plan; the intent of this meeting is for the Committee to certify a footprint so Josh Cohn can move forward. The entire Board can ratify the Committee's decision at their next board meeting.

Josh Cohn reported that DSA recommends one package and approval incrementally; the first increment is relocation of portable units. Bruce Huff emphasized that the entire package has to be submitted to DSA at the beginning.

Bruce Huff estimated a schedule at Bill Ziegler's request: About 30 days to move, grade, compact, relocate utilities and place the portable units (April); the second increment schedule becomes questionable due to the wait for DSA – 6 to 8 weeks.

Forrest Corson raised questions about what to do with people, programs and storage that currently occupy the portables, such as the after school program (120 children) and the art program. He was given a project start date of April 15 to use as his goal exit date. Locations were discussed to include the vacant building, classrooms and the Bayside Multipurpose Room. Thomas Newmeyer asked Margie Bonardi and Forrest Corson to contact him if they become concerned about timing and relocation.

Josh Cohn advised that he would have the plans to DSA by mid-March. Bruce Huff will speak to Bob Alten tomorrow. March 2 was a date suggested when the Board could ratify the Committee's approval of the footprint, thus clearing the way for lease/leaseback negotiations to begin with Alten Construction, Inc.

M/s/c Newmeyer/Ziegler/all to approve the footprint, and to give Josh Cohn the go ahead to complete the plans to be submitted to DSA

Motion made by: Thomas Newmeyer
Seconded by: William Ziegler

Votes

Thomas Newmeyer	Yes
Mark Trotter	Yes
William Ziegler	Yes

ADJOURNMENT

Minutes

The meeting was adjourned at 9:55 am.

Signature/Date

Title

Sausalito Marin City School District Minutes

Created: March 07, 2011 at 08:49 AM

Special Meeting

March 02, 2011

Wednesday, 04:30 PM

District Office

630 Nevada Street

Sausalito

Attendees

Karen Benjamin

Thomas Newmeyer

Shirley Thornton

Mark Trotter

William Ziegler

Debra Bradley

non-voting

Meeting Minutes

Trustee Thornton participated in the meeting via teleconference.

Trustee Benjamin arrived at 4:35 pm.

CALL TO ORDER

Minutes

President Newmeyer called the meeting to order at 4:30 pm.

1. Addressing the Board Prior to Closed Session (1)

Persons wishing to address the Board on items on the closed session agenda may do so at this time. (Turn in completed card; 3-minute time limit for presentation.)

Minutes

There was no public comment.

CLOSED SESSION

Minutes

The Board and Legal Counsel, Laura Schulkind, went immediately into closed session.

1. With respect to every item of business to be discussed pursuant to Government Code 54957: PERSONNEL (1)

The Board will meet with District Legal Counsel, Laura Schulkind.

OPEN SESSION

Minutes

Open session was convened at 5:10 pm.

1. Report Out from Closed Session (1)

Minutes

President Newmeyer reported out from closed session that the Board had voted 4 to 1 to accept the resignation of Dr. Debra A. Bradley who will retire effective July 1, 2011. On behalf of the Board, President Newmeyer said that they wished to thank Dr. Bradley now, and formally at the next

Board meeting.

ADJOURNMENT

Minutes

The meeting was adjourned at 5:15 pm.

Signature/Date

Title

Sausalito Marin City School District Minutes

Created: March 21, 2011 at 07:27 AM

Special Meeting

March 02, 2011

Wednesday, 07:30 PM

District Office

630 Nevada Street

Sausalito

Attendees

Karen Benjamin

Thomas Newmeyer

Shirley Thornton

Mark Trotter

William Ziegler

Debra Bradley

non-voting

Meeting Minutes

Trustee Thornton attended the meeting in person.

Also Attending: Susan Cassidy, Julius Holtzclaw, Natasha Griffin, Ellen Franz, Carmen Rivera, Debra Moore, Trellis Condra, Tenisha Tate, Paula Hammons, Gerry Klor, Kate Tallant, David Zapol

CALL TO ORDER

Minutes

President Newmeyer called the meeting to order at 7:30 pm.

Item 1 under Facilities was moved to follow the Study Session and the remaining agenda order was approved.

1. Addressing the Board Prior to Closed Session (D)

Persons wishing to address the Board on items on the agenda or items not on the agenda may do so at this time. (Turn in completed card; 3-minute time limit for presentation. Regarding comments on items that are not on the agenda, Board members may listen to your presentation but are prohibited by the Brown Act from making a response.)

Minutes

Persons addressed the Board regarding Strategic Initiative/Planning.

FACILITIES

1. Approval of the (Footprint) for Relocation of Portables for Willow Creek Academy Project

(D)

The Board will consider approval of the footprint for relocation of portables for the Willow Creek Academy project as discussed/approved by the Facilities Committee at their meeting on February 23, 2011.

Minutes

Item tabled.

STUDY SESSION

1. Study Session (1)

The Board will continue their discussion on Strategic Initiative/Planning.

Minutes

FSG shared a document and led discussion, which contained input from Tenisha Tate, Susan Cassidy and Carmen Rivera, regarding the implication for Sausalito Marin City School District's vision and reactions to the District structure options presented at the February 8, 2011 special board meeting.

The speaker commented on slide 7, titled 'Interviewees Almost Unanimously Agreed Option #4 is the Most Effective Way to Structure the District' and highlighted Option #4 'Restart MLK as K-8 Charter, Close Bayside', noting no parent focus group for District parents. March 9, 2011 was identified as a date for a parent meeting to be held at Martin Luther King, Jr. Academy. Tenisha Tate was identified as the person to work to communicate with parents about the meeting.

ADJOURNMENT

Minutes

The meeting was adjourned at 10:03 pm.

Signature/Date

Title

Sausalito Marin City School District Minutes

Created: March 21, 2011 at 07:16 AM

Special Meeting

March 10, 2011

Thursday, 05:30 PM

District Office

630 Nevada Street

Sausalito

Attendees

Karen Benjamin

Thomas Newmeyer

Shirley Thornton

Mark Trotter

William Ziegler

Debra Bradley

non-voting

Meeting Minutes

Mr. Trotter participated via teleconference.

Others Attending: David Zapol, Kate Tallant, Jeffrey Kutash, Nancy Johnson, Forrest Corson, Ellen Franz, Glenda Gentry, Matt Helmenstein, Ascha Drake, Brooke Toczowski, Mark Prado, Ms. Beltran, Alexis Wise, Jonnette Newton, Fran Nelson, Michelle Morris, Carol Cooper, Debra Moore, Carmen Rivera, Natasha Griffin, Megan Bolduc, Denni Brusseau, Edgar Furlong, Clark Warden, Orlando Lobo, Mark Tong, Bennetta McLaughlin, Alesha Cook, Patrece Hill-Clark, Tevion Clark, Tonja Standley, Elizabeth Troupe, Angel Shorter, Yolanda Morgan Jewel Barew, Mary Morgan, Fred Silverman, Jan Sugar, Rocio Novoa, Kristin Duran, Jennifer Atterman, Vivian Balderas, Amy Pertschuk, Katy Foster, Heidi Burns, Anita Fowler, Susan Cassidy, Paula Hammons, Julius Holtzclaw, Trellis Condra, Wayne Price, Royce McLemore, Jessica Mullins, Johnathan Logan, Jim Scullion, Carolyn Younger, Ed Hassen, Margie Bonardi and Kathy Blazei taking minutes

CALL TO ORDER

Minutes

President Newmeyer called the meeting to order at 5:37 pm.

Trustee Benjamin led the Pledge of Allegiance.

President Newmeyer read a public memo for distribution March 10, 2011.

1. Addressing the Board Prior to Open Session (D)

Persons wishing to address the Board on items on the agenda or items not on the agenda may do so at this time. (Turn in completed card; 3-minute time limit for presentation. Regarding comments on items that are not on the agenda, Board members may listen to your presentation but are prohibited by the Brown Act from making a response.)

Minutes

- Susan Cassidy encouraged the Board to include the 'stakeholders' in the change making process. Teachers have not been included; they were interviewed but without full knowledge of the planning.
- Fran Nelson disagreed that two K/8 charter schools would be the best solution; she suggested

two charters – K/5 and 6/8 to take advantage of the new middle school built specifically for that purpose.

- Natasha Griffin, Debra Moore and Carmen Rivera acknowledged that the middle school is broken; it runs but is not effective. They jointly presented a prepared statement that proposed changes in first semester priorities and emphasized that testing is not and cannot be the only barometer for students' success.
- Anita Fowler expressed her annoyance that interviews were limited in number and that parent responses were focused on negatives and included no mention of the positive things that are taking place.

2. Approval of Agenda Order (P)

Minutes

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

Motion made by: Shirley Thornton

Seconded by: William Ziegler

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

FACILITIES

1. Approval of the (Footprint) for Relocation of Portables for Willow Creek Academy Project

(P)

The Board will consider approval of the footprint for relocation of portables for the Willow Creek Academy project as discussed/approved by the Facilities Committee at their meeting on February 23, 2011.

Minutes

Superintendent Bradley recommended the Board ratify the Facilities Committee's approval of the footprint. Trustee Ziegler described the relocation of the portables.

M/s/c Ziegler/Newmeyer/all to approve the footprint for relocation of portables for the Willow Creek Academy project

Motion made by: William Ziegler

Seconded by: Thomas Newmeyer

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

BUDGET**1. District 2010-11 Second Interim Report (1')**

Education Code Section 42130 requires all school districts to submit to the governing board of the district, an interim report which covers their financial and budgetary status as of January 31 of each fiscal year. The district is required to submit the interim report to the governing board in the state SACS software format.

Minutes

Margie Bonardi, District Business Manager, reviewed the Second Interim Report.

M/s/c Ziegler/Thornton/all to approve the District 2010-2011 Second Interim Report

Motion made by: William Ziegler

Seconded by: Shirley Thornton

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

PERSONNEL**1. Resolution No. 632 Resolution to Decrease the Number of Certificated Employees Due to Reduction in Particular Kinds of Services (1')**Minutes

Superintendent Bradley explained the notification process deadline, March 15, for staff who may not be able to be employed for the next school year. The music specialist's position may or may not be open for 2011/2012; a meeting is scheduled next week to discuss funding. This is a categorically funded position; the District must know that funds will be in place.

M/s/ c – Roll Call Ziegler/Thornton / 5 Ayes 0 Noes to approve Resolution to Decrease the Number of Certificated Employees Due to Reduction in Particular Kinds of Services, Resolution No. 632

Motion made by: William Ziegler

Seconded by: Shirley Thornton

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

2. Board Recommendation for Principal Interview Committee (1')Minutes

Superintendent Bradley explained the need for a Board member to be on the Principal Interview Committee. President Newmeyer requested to be that person and other members of the Board agreed that he should participate on the committee.

STUDY SESSION

1. Study Session (17)

The Board will continue their discussion on Strategic Initiative/Planning.

Minutes

President Newmeyer opened the session, explaining that the Board had engaged FSG Social Impact Consultants a couple months earlier to help with strategic planning. He advised that the Board wants to engage the community; however, this meeting was scheduled to be a Board's session with FSG.

Jeff Kutash, FSG, expressed the Board's desire to have a vision for all students, noting that community engagement is powerful. He clarified that a comprehensive survey of the entire community had not been done; instead, interviews brought forth the right questions. Now the Board must make the right decisions to bring quality education to all students. Planning encompasses the District's vision, the search for a new superintendent, and structural ways of setting up the District for success.

David Zapol distributed and reviewed sections of a document titled SMCSO Strategic Vision and Implementation Roadmap:

- FSG was engaged by the SMCSO Board to help articulate a strategic vision for the District.
- Our scope of work included conducting a District scan, best practice research, interviews, and working sessions with the Board.
- Interviews included District leaders, principals, teachers, students, parents, community leaders identified by the Board, and external experts.
- School board members and community leaders agree that the conditions for success in SMCSO are not currently in place.
- Learnings from peer districts and schools highlight a number of conditions for creating a successful district for all students in SMC.

Mr. Zapol reported that the Board had asked for a focus session on March 9, 2011, which was attended by 30-40 people, mostly MLK parents. The focus of the session was to include: What's working; what could be improved? The session included a lot of questions about what has appeared in the newspapers and clarifying confusion. Kate Tallant, FSG, emphasized that due to the importance of engaging parents in the community, the next meeting is scheduled: March 22, 2011 at 5:00 pm at the Martin Luther King, Jr. Academy. Jeff Kutash, FSG, advised that there must be community engagement, now and ongoing, to ensure everyone is working on the same goals; he recommended that the Board have those conversations directly with the groups.

Mr. Zapol continued his review:

- Parents want to be involved in shaping the future of the District.
- The school board is well-aligned around an overarching vision to support the success of all students in the District.
- The preliminary SMCSO strategic vision reflects the school board's goals and learning from

best practice districts and schools.

Mr. Zapol recommended, and board members concurred, that vision be discussed with parents and community too.

Kate Tallant, FSG, continued the review:

- Recruiting a strong superintendent to drive change is critical for the district's success.

She asked for Board suggestions to the search criteria:

- Trustee Thornton: Someone with a strong curriculum background – an instructional leader
- Trustee Ziegler: Someone with a deep commitment to community engagement, who actively talks to both communities and participates in both communities
- President Newmeyer: An entrepreneurial person who can think outside the box; this is a small district and its challenges are not ordinary
- Trustee Ziegler: A transitional person to create, then a long term person to sustain, the process; it might be two different people.

Ms. Tallant asked for Board suggestions to the selection process:

- President Newmeyer: Engage the broad community – three meetings will be scheduled beginning with the March 22, 2011 meeting
- Trustee Thornton: Use a search team
- Trustee Ziegler: The Board must get through the process of visioning and the plan before it can articulate to a potential superintendent.
- President Newmeyer: Do we want to allow a new superintendent to make recommendations?

Jeff Kutash recommended creating a vision for a new superintendent to buy into, add their own voice and sit in on development of it – you cannot stop the work of the district.

The review continued:

- Implementing the vision will also require executing a variety of specific action steps over the coming years.

There was more discussion of whether to clarify the vision first. Mr. Kutash encouraged the Board to prioritize ensuring that principals and staff are in place in schools for the next year.

Jeff Kutash continued the review:

- The school board may also need to address structural challenges in the district to deliver on the strategic vision.

Mr. Kutash advised the Board to:

- Consider resources; look at the future with consideration that financial support may not be there forever
- Consider that each approach will have its challenges and benefits.

Board members discussed that quality of education takes precedence over equity of resources.

Immediate next steps for the school board were discussed. FSG will facilitate; dialogue will be between the Board and the community. Advertise meetings through a bulk mailing to all residences

of 94965 (and 94966). Post information on the District website.

Trustee Trotter recommended discussion/possible action at the March 24, 2011 board meeting regarding extension of the FSG contract.

Ms. Tallant recommended the Board hold the meetings and report to parents before the end of the school year.

The study session was followed by more public comment:

- Susan Cassidy: Good leadership is inclusion. Add educators/staff to the committee for interviewing potential superintendents; share resources and expertise. Ask what the children see; think outside the box.
- Heidi Burns: Display information on the web sites so parents can learn what is happening.
- Julius Holtzclaw: FSG should talk to staff - many are residents of 94965 and have children in the schools. Mr. Holtzclaw volunteered to participate on an advisory committee.
- Matt Helmenstein: Charters have challenges and benefits; visit the schools and see how they work.
- Royce McLemore: She detects strong feelings from parents who do not want K/5 students with middle school students. Parents need to make their feelings known about what they want for their children.
- Ed Hassen: Districts of similar size have part time superintendents; the most important leaders are principals who make the most difference in the schools.
- Bayside Parent: Bayside teachers and staff are great; they do what they can with the tools they have; their work is appreciated.
- Carolyn Younger: Create a sense of inclusion; bring all communities together through their PTA organizations; parents should be working on bringing everyone together.

SAVE THE DATE

ADJOURNMENT

Minutes

The meeting was adjourned at 7:35 pm.

Signature/Date

Title

Sausalito Marin City School District
Field Trip Request

Please complete and submit to Principal at least one month before field trip date.

Request Date 2/28 Destination Muir Woods

Address Mill Valley

Teacher(s) Cassidy, Scullion

Grade(s) 1, 2 # Children 53 # Adults 4 Reservation Made yes

Trip Date 3/14 Alternate Date _____

Departure Time 8:30 Pick Up @ Field Trip Site 2:00

Transportation: School Bus ☒ Private Car _____ Walking _____ Public Transport YMCA provides bus

Funding Source: District _____ Other ☒ # of Lunches Needed _____

Name of staff member responsible for submitting completed lunch count to the district office at the end of the trip: Cassidy / Scullion

Expenses (itemized) X

Name & Title of Person Offering Program YMCA Pt. Baita

Standard Supported (in detail): Life Sci. 2.0

1. Every student must have a permission slip signed by a parent. School rules and safety instructions must be reviewed.
2. If there is a cost connected to this trip, site must provide an invoice to the Business Office for payment.
3. If lunches are provided, the classroom teacher is responsible for notifying the District Office of confirmed number of lunches needed AND for completion of form to indicate names of all children who were served lunch while on the field trip.

For District Use

Funding Source No cost to district

Verification of Fund Availability MB Business Manager

Disposition

Approved ☒ Denied _____ Date [Signature], School Principal

Approved _____ Denied _____ Date _____, Superintendent

Approved _____ Denied _____ Date _____, Board of Trustees

Sausalito Marin City School District
Field Trip Request

Please complete and submit to Principal at least one month before field trip date.

Request Date 2/28/11 Destination Muir Woods & Point

Address Mill Valley

Teacher(s) Hammons/Franz/Mitchell

Grade(s) 3/4/5 # Children 62 # Adults 6 Reservation Made Yes

Trip Date 3/18 Alternate Date _____

Departure Time 8³⁰ Pick Up @ Field Trip Site 2⁰⁰

Transportation: School Bus _____ Private Car _____ Walking _____ Public Transport YMCA
will provide BUS

Funding Source: District _____ Other X # of Lunches Needed _____

Name of staff member responsible for submitting completed lunch count to the district office at the end of the trip: Hammons/Franz/Mitchell

Expenses (itemized) Q

Name & Title of Person Offering Program YMCA Pt. Bonita

Standard Supported (in detail): Life Science 2.0 3.0 Grade 4

1. Every student must have a permission slip signed by a parent. School rules and safety instructions must be reviewed.
2. If there is a cost connected to this trip, site must provide an invoice to the Business Office for payment.
3. If lunches are provided, the classroom teacher is responsible for notifying the District Office of confirmed number of lunches needed AND for completion of form to indicate names of all children who were served lunch while on the field trip.

For District Use

Funding Source No cost to district

Verification of Fund Availability MM Business Manager

Disposition

Approved _____ Denied _____ Date _____ School Principal

Approved _____ Denied _____ Date _____ Superintendent

Approved _____ Denied _____ Date _____ Board of Trustees

EDUCATION TECHNOLOGY PLAN
JULY 1, 2011 – JUNE 30, 2014

Sausalito
Marin City
School District

Dr. Debra Bradley, Superintendent
Sausalito Marin City School District
630 Nevada St, Sausalito, CA 94965
CDS Code: 21-65474

Education Technology Plan Review System (ETPRS)
Contact Information

District Information

District Name	Sausalito Marin City School District
CDS Code	21-65474
District Phone Number	415-332-3190
Ed Tech Plan Contact Name	Margaret Bonardi
Contact Title	Business Manager
Contact Phone Number	415-332-3190
Contact Fax Number	415-332-9643
Contact Email	mbonardi@marin.k12.ca.us

Backup Contact Information:

1st Backup Name	Mark Tong
1st Backup Email	mark@silyco.com
2nd Backup Name	Jonnette Newton
2nd Backup Email	jnewton@marin.k12.ca.us

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Sausalito Marin City School District Technology Plan

July 1, 2011 – June 30, 2014

Executive Summary

The Sausalito Marin City School District Technology Plan has been written to satisfy the California Department of Education requirement (Education Code Section 51871.5) for school districts to develop a comprehensive technology plan to qualify for future state and federal technology funding through the Enhancing Education Through Technology (EETT) formula funding (Title II, Part D, NCLB) and be eligible for additional state monies for technology including the federal e-rate program and K-12 Vouchers. The district technology plan is curriculum-based and is focused on the achievement of students.

The plan provides a roadmap for the district to improve student academic achievement through the use of technology. The goals of the plan include integrating technology into instruction, making classroom management more efficient, enhancing communication with parents and the community, preparing teachers to use technology as an integral tool to enhance and support their teaching, and providing the needed technology infrastructure.

This district technology plan describes new California legislation and revised Federal laws that will influence district policy, teaching and learning in areas related to cybersafety, cyberethics and digital citizenship. Acceptable use policies, board policies and codes of conduct may need updating to include descriptions of appropriate use of new media.

The SMCSDD technology plan will be effective from July 1, 2011 – June 30, 2014.

DISTRICT OVERVIEW

For more than 110 years, Sausalito Marin City School District has been a community that cares about learning. Today, in a world of increasingly rapid change the pursuit of knowledge, is more critical than at anytime in the past. Our district, where a child enters taking those first critical steps in living an educated life, and where he or she emerges ready for high school, college and beyond, is committed to producing students who are ready for the challenges of the 21st Century.

The Sausalito Marin City School District (SMCSD) is an elementary district serving the Marin communities of Sausalito and Marin City, as well as a portion of the city of Mill Valley. There are two school sites serving three schools. Bayside Elementary School serves grades K-5, with a student population of 122 students in the current year; Martin Luther King Jr. Academy currently serves grades 6-8 and currently has 48 students; for a total enrollment of 170. Willow Creek Academy is the district charter school and serves grades K-8. The charter school is not addressed in this plan.

The District is supported financially from many sources. The District's status for State funding is Basic Aid. From a socioeconomic point of view the majority of the District students participate in the National School Lunch Program. The student population includes a growing number of foreign-language (primarily Spanish) speakers. The District supports about 9% of its students with various special education services.

Sausalito Marin City's 2009 Academic Performance Index (API) scores, based on the annual STAR assessment of students in Grades 2 through 8, continue to improve. The District had a base API score of 733 for 2009. There is a 33% mobility rate at our elementary school and an 8% mobility rate at the middle school, which presents an added challenge when trying to improve test scores.

Students who graduate from our district attend high school at Tamalpais High School or Redwood High School, which are part of the Tamalpais Union High School District. Some choose private schools in Marin County. At Tam High School our students become a small subgroup (6%) among a large number of high performing, technology savvy students from Mill Valley, Kentfield and Reed School Districts.

As a K-8 School District, we understand the need to give students a strong foundation so they are prepared academically, socially and emotionally to be successful in high school. To further assist in that goal, we work with the high school district in promoting a summer transition program for our 8th grade students. We meet through an Education Task Force Area Council made up of representatives from the Tamalpais High School and its feeder districts to discuss students' needs and evaluate academic progress.

The AVID program (*Advancement Via Individual Determination*) was implemented in Grades 5-8 as one way to prepare students for high school success. AVID is an in-school academic support program for grades that prepares students for college eligibility and success. AVID levels the playing field for minority, rural, low-income and other students without a college-going tradition in their families. We also implemented the GEAR UP program to help families and students prepare for successful transitions to middle school and then high school and finally to college. At the middle school, one will find AVID principles and concepts across the curriculum.

Our "Vision 900" program recognizes our commitment to excellence in all aspects of our students' education. Our goal is to take our entire school district to the top level of academic achievement for all of Marin County's public schools. From maintaining a safe and healthful environment to providing the highest standards in facilities, our faculty, staff, and administration share one goal: the success of our students. We know that the true measure of our success is their success. Sausalito Marin City School District has a strong tradition of community. Parents and community businesses take part in the educational and decision-making process through fundraising, classroom volunteering, and participation on Site Council and other school and district committees.

The school district employs 10 teachers (for Bayside and MLK), a part-time clinical psychologist, a full time social worker/community outreach, and a certified nurse. State special education, counseling and Title 1 services are provided for students with special needs. A GATE program for gifted and talented students is offered. Through grants provided by the Marin Community Foundation and the Milagro Foundation, our students are provided with enrichment programs in the visual and performing arts as well as nutrition and life science. The district also offers an extended day to students who need academic support. Class size in the district averages 16.8 students. Twenty percent of the students at Bayside Elementary and Martin Luther King Jr. Academy are classified as English Language Learners.

Sausalito Marin City School District completed modernization plans that were the result of the approval of Measure I. District voters approved Measure I, the School Improvement Bond of 2004, a \$15.9 million bond measure that authorized funding for repairs, upgrades, and new construction projects to the three schools in the District.

In February of 2010, the new middle school, (Martin Luther King, Junior Academy), opened. This 21,621-square-foot, two-story structure can accommodate 120 students in grades six through eight. The school is comprised of six classrooms, a science lab, a library/media center, a large multipurpose room, and administrative offices. Technology at the new school is state of the art.

District Vision Statement

The board has encapsulated our sense of mission in the district's new vision statement:

"All Students are academically prepared to compete and be successful at each grade level."

Part of our commitment to educational excellence is to address the needs of all students. We must set high standards for student achievement, give the students the tools they need for success, and we must pay attention to what the data tells us about their individual progress. We are imposing on ourselves standards of excellence that we believe the community should impose upon us. Community involvement is another essential component if we are to achieve success. **Vision 900** takes us beyond individual programs, and into a focused goal for success. We will demand of our staff what our students' parents' demand of us: unity of purpose, clarity of mission, and focus on achievement.

District Technology Plan Goals

Curricular Goals

Goal 3d.1: All Grade K-8 teachers will use technology to differentiate learning and improve delivery of instruction to assist students in meeting academic content standards and district curricular goals.

Goal 3d.2: We will integrate technology into student learning to support standards-based instruction in English Language Arts and Math.

Goal 3e.1: Our students will acquire technology and information literacy skills that enable them to succeed in high school.

Goal 3e.2 - All K-8 students will achieve the NCLB goal of being technology literate by 8th grade. They will develop grade-level appropriate proficiency with technology and information literacy skills as outlined in the ISTE NETS for Students

Goal 3f: We will increase student, teacher and administrator awareness of safe, secure, legal and ethical use of the Internet and other forms of electronic communication through a Cyber Ethics program of instruction for students.

Goal 3g. We will educate all students in Grade 4-8 on how to avoid dangerous, inappropriate or unlawful online behavior.

Goal 3i.1: We will standardize district-wide attendance and grade reporting with use of the Aeries web-based system for attendance and grade reporting.

Goal 3i.2 All teachers and administrators will use technology to improve student achievement through data collection, analysis, reporting and data driven decision-making.

Goal 3j.1: We will use technology to improve communications between school and home.

Goal 3j.2: We will use the district web site to convey information and make teachers and administrators more accessible to parents.

Professional Development Goals

Goal 4b.1 – All staff will have the opportunity to participate in sustained, ongoing professional development in support of curriculum goals.

Goal 4b.2 - Administrators and Teachers will become proficient with the same general technology skills, integration skills and information literacy skills required of students. They will demonstrate proficient usage of interactive white boards, data management systems, and online library catalogue

Goal 4b.3 - We will use technology to improve student achievement through data collection, analysis, reporting and data-driven decision-making based on both formative and summative assessments.

Goal 4b.4- Teachers will receive the training they need in order to make use of voice mail and web-based communication tools to improve communications with parents.

1. Plan Duration

1a. Plan Duration

The Sausalito Marin City School District Technology Plan has been written to satisfy the California Department of Education requirement (Education Code Section 51871.5) for school districts to develop a comprehensive technology plan to qualify for future state and federal technology funding through the Enhancing Education Through Technology (EETT) formula funding (Title II, Part D, NCLB) and be eligible for additional state monies for technology including the federal e-rate program and K-12 Vouchers. The district technology plan is curriculum-based and is focused on the achievement of students.

The Sausalito Marin City School District technology plan will provide the district with a road map for the use of technology to improve student achievement. This support will encompass increased student access to technology, improved home-school communications, effective analysis of data, powerful professional development for teachers and administrators, timely technical support, improved infrastructure, expanded funding efforts, and continuous monitoring.

The district technology committee will provide continuous monitoring of the plan so that adjustments can be made to allow for meeting the plan's goals. An annual report to the board will be given, keeping the district's leadership apprised of the plan's status.

The benchmarks and timelines in this technology plan will guide our district's use of technology from July 1, 2011-June 30, 2014.

2. Stakeholders

2a. Planning Team

District Technology Committee

Dr. Debra Bradley, Ed.D
Superintendent

Karen Brinkman, Interim Principal, Martin Luther King Jr. Academy
Ms. Jonnette Newton, Principal, Bayside Elementary

Margaret Bonardi
Lynda Storek
Debra Moore
Mark Tong
Rob White
Susan Cassidy
Paula Hammons
Anne Bubnic

Business Manager
Curriculum/AVID/BTSA Coordinator
Resource Teacher MLK
IT Consultant
Data Consultant
Classroom Teacher
Classroom Teacher
K-12 Education Technology Specialist

2b. Stakeholder Narrative

The small size of our two district schools and one charter school (three administrators, 348 students, 24 full-time teachers, K-8) makes every teacher at Bayside Elementary and MLK Academy an active participant in the planning process for all goals and objectives related to academic excellence, including technology.

The Board of Trustees, Faculty and Administrative Staff are all active stakeholders in the decision-making process. They collaborated using a wiki and were involved in the creation of this district technology plan, either through contribution of original ideas, editing and/or implementation.

Teachers at both school sites were consulted on their current uses of technology for teaching and learning and helped identify curricular goals; the IT support staff gathered technology information regarding hardware, software and infrastructure, and the business manager worked on budgets. We used the plan from previous years as our guide and changed and/or modified goals and objectives as needed. The final plan will be presented to the Board of Trustees for input and adoption for the next three years.

3. Curriculum

3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

Technology Access

Access to Technology		
Population	Description of Access	Technology Tools
Bayside Elementary (K-5)	<p>There are 2-3 computers in each classroom. Students in the lower elementary grades have access to classroom computers during the normal school hours, but often are sharing teacher computers.</p> <p>Classes rotate through a 6-week block program once each year, during which, students have computer lab time to complete full-scale projects.</p> <p>All students are able to access technology in their classrooms, in the Special Education Room, School Library and the Computer Lab.</p> <p>The Marin City public library has computers, which are used occasionally by students for research after school.</p> <p>GR 3-5 teachers have laptops. There is one printer per classroom and one projector for shared use in the upper grades.</p>	<ul style="list-style-type: none"> • Desktop Computers • Digital Cameras • Headphones • Classroom Inkjet printers • Projector • Software for differentiated instruction • Classroom TV's • Classroom VCRs • Video camera
MLK Academy (GR 6-8)	<p>There are five classrooms in the middle school and at least four desktop computers per classroom.</p> <p>Four classrooms use SmartBoards and have complete sets of remote responders.</p> <p>There is one set of 25 student laptops that are rotated for use as needed.</p> <p>GR 6-8 teachers and administrators have been provided with personal laptops.</p> <p>There are 21 desktop computers in the library media center for student access.</p>	<ul style="list-style-type: none"> • Desktop Computers • Laptop computers • Digital Cameras • Headphones • Classroom Inkjet printers • Classroom Projectors • Remote Responders • Calculators • Smart Boards • Software for differentiated instruction • Wireless access • Digital Textbooks • Copy/PDF Scanner • Library automation software

	<p>There are two desktop machines and three laptops for special ed.</p> <p>Math and science students have access to one classroom set of scientific calculators for assignments and they can bring them home.</p> <p>The Multipurpose room has a projector and sound system with AV input.</p> <p>After-hours access to technology is available with supervision and before school access is allowed with permission.</p> <p>Some technology classes are offered after school through the ASES program, which provides academic and enrichment activities and assists students in improving academic skills and reaching performance goals.</p>	
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3b. Description of the district's current use of hardware and software to support teaching and learning

Students and teachers have equitable access to technology hardware and software. The following summary is site-specific and covers a wide range of technology usage for Sausalito Marin City Schools. The summary is as complete as possible but may exclude some "unknown" efforts and accomplishments in technology use and application.

Bayside Elementary (K-5)	
Current Use of Hardware/Software to Support Teaching & Learning	
General Computer Usage	<ul style="list-style-type: none">• Students have access to computers in the classroom on a daily basis.• Teachers follow a 6-week block period for access to the computer lab. Students and faculty use the school's network to store and access files.• Students have access to online resources that provide content for Reading, Math, Science and Social Studies.
All Grades	<ul style="list-style-type: none">• Commercial and free web programs are used and include: Accelerated Reader, Destination Math, Waterford Reading, Starfall, KidPix and United Streaming.• United Streaming videos are used for whole group instruction.• Students view films (such as farm animal videos) from United Streaming and then write reports.• Students complete full-scale projects in the computer lab during block time periods.• Teachers make use of image directories from Google to help students associate words with pictures and increase their vocabulary development.• Students use Type To Learn to develop keyboarding skills• Students use word processing software to write reports.
Teachers/ Administrators	<ul style="list-style-type: none">• Teachers use technology for delivery of instruction, assessment of student progress toward achieving proficiency in the standards, keeping records, communicating with the community and meeting the needs of diverse learners.• Administrators use technology for school management, including data analysis to assure that there is student progress toward meeting state and district standards.• Technology is also used as an administrator tool to track and analyze district budgets, for scheduling and personal management.• Teachers and administrators can access their email accounts from school and home.• Teachers and administrators also use technology to further their knowledge and skills.

MLK Academy (6-8)

Current Use of Hardware/Software to Support Teaching & Learning

General Computer Usage	<ul style="list-style-type: none"> • Students have access to computers in the classroom on a daily basis and in the media lab. • Students and faculty use the school's network to store and access files. • Students have access to online resources that provide content for Reading, Math, Science and Social Studies. • The Marin City public library has computers, which are used occasionally by students for research after school.
GR 6-8	<ul style="list-style-type: none"> • Students use technology for a variety of purposes: writing, creating presentations, research, skill development, critical thinking skills and extended learning through challenging activities. • Classrooms all have multiple computers and they are used on a daily basis for intervention programs like Accelerated Reader and Accelerated Math. • Commercial and free web programs are used and include: Accelerated Reader and United Streaming. • Students use word processing software to write reports. • Students use Type To Learn to develop keyboarding skills • Teachers make use of image directories from Google to help students increase their vocabulary development. • Students use calculators for math and science. • Teachers and students make use of online components of state adopted textbooks. • Some web-based subscription programs provide both school and home access. • SmartBoards and class responders are used to increase student participation. • The School library catalog has been digitized.
Teachers/ Administrators	<ul style="list-style-type: none"> • Teachers use DataDirector to develop assessments and track student progress. • Teachers use Aeries to take attendance online. • Teachers create reports using the administrative side of Accelerated Math and Reader to evaluate progress. • Middle School teachers use Gradebook online. • Teachers use the Whiteboard community "Promethean Planet" for lesson plans and to interact with other teachers. • Teachers use Paxton Patterson Science Labs to engage students in real world science activities. • Teachers use technology for delivery of instruction, assessment of student progress toward achieving proficiency in the standards, keeping records, communicating with the community and meeting the needs of diverse learners. • Teachers can access their email accounts from school and home. • Administrators use technology for school management, including data analysis to assure that there is student progress toward meeting state and district standards. • Teachers and administrators also use technology to further their knowledge and skills.

3c. Summary of the District's curricular goals that are supported by this tech plan

The district technology plan was designed to meet NCLB regulations, support California Curriculum Standards and align with ISTE Nets for advancing digital age learning. Specific district curricular goals supported by the District Technology Plan include:

- Significant student achievement in Literacy
- Significant student achievement in Mathematics
- Significant student achievement in the Sciences
- Significant student achievement in Computer Literacy
- Integration of technology into the curriculum
- Implementation of administrative technology for student information and valid and reliable tracking of data to evaluate student progress

District Goals Supported by the District Technology Plan	
Vision 900	Our "Vision 900" statement expresses a commitment to raise academic performance among our students. We will prepare students for high school success by focusing on basic academic skills and adopting high standards for student achievement. We will improve development and assessment of skills that students will need in order to be successful in the workplace and in higher education, including basic skills, problem solving and conceptual thinking.
LEA Plan (LEAP)	<p>The district technology vision is expressed in the LEA Plan.</p> <p><u>District Technology Vision:</u> <i>We recognize that the student of today must master technology systems to compete and thrive in the information society of the 21st century. The Sausalito Marin City School District is committed to integrating current and evolving technology into the fabric of our school values, practices and culture as a means of communication, research and problem solving.</i></p> <p>Technology is seen as a tool to enhance and improve student achievement; therefore the district has identified the following Key Technology Goals:</p> <ol style="list-style-type: none">1. All students will develop specific technological skills to enhance learning through curricular projects and activities2. Information literacy skills are integrated throughout the curriculum to access and evaluate information, to solve problems and communicate effectively3. The initial focus of staff development has been the acquisition of information literacy skills. The key objective now is to acquire the ability to integrate technology into the curriculum and to assist students in the creation of projects that require critical thinking4. Technology is used to assess and monitor student progress and to streamline administrative tasks5. Technology is used to achieve seamless communication between schools, district, parents and community. Therefore, parents and community are included in our technology education process6. Our Technology Plan is designed to be flexible so that it will sustain modifications, additions and revisions without digressing from the stated goals and objectives

3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.

Goal 3d.1: All Grade K-8 teachers will use technology to differentiate learning and improve delivery of instruction to assist students in meeting academic content standards and district curricular goals.			
Objective 3d.1: By June, 2014, 100% of all Grade K-8 teachers will demonstrate increased use of technology to differentiate learning, improve their delivery of instruction and assist students in meeting academic content standards and will measure their success through improved academic achievement.			
Year 1 Benchmark: 70% of all Grade K-8 teachers will demonstrate increased use of technology to differentiate learning, improve their delivery of instruction and assist students in meeting academic content standards.			
Year 2 Benchmark: 90% of all Grade K-8 teachers will demonstrate increased use of technology to differentiate learning, improve their delivery of instruction and assist students in meeting academic content standards.			
Year 3 Benchmark: 100% of all Grade K-8 teachers will demonstrate increased use of technology to differentiate learning, improve their delivery of instruction and assist students in meeting academic content standards.			
3d.1. Activities & Implementation	Timeline	Person(s) Responsible	Monitoring & Evaluation
Purchase as needed and verify teacher use of the appropriate state-adopted instructional materials, standards-aligned textbooks and supplemental curriculum-based technology resources.	Annual	Site Principal Technology Committee	District, and school site administrators track the development and implementation of all activities and accomplishments monthly and report progress at regular district/ site administration meetings.
Schedule and provide additional training opportunities for teachers in use of web-based resources within the Ed1Stop Portal, Nettrekker, Grolier Online, EBSCO subscription services, Promethian Planet, and electronic versions of state-adopted textbook materials	PD Days, annually	Site Principal Technology Committee.	
Use classroom interactive white boards, projectors and video clips to explain difficult concepts and/or to reinforce standards-based concepts already in their lesson plans.	2011-2014	Classroom teachers	
Renew licenses for Ed1Stop, Accelerated Reader, Accelerated Math, Destiny and other subscriptions.	Annual	Principal, Technology Committee	
Provide shared network storage and online space for teachers to develop and share technology resources and instructional strategies that align with academic standards.	Annual	Site Principal Technology Committee	Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.
Establish procedures for teachers to share knowledge, model lesson plans, and diffuse learning district-wide.	Annual	Site Principal Technology Committee	
Provide time at staff meetings for teachers to develop and share engaging and motivating technology resources and instructional strategies.	Annual	Site Principal Technology Committee	
Evaluation instrument: Training materials, workshop sign-in sheets, workshop evaluations, examples of technology-enriched lesson plans, student and teacher log-in records for subscription services, class rubrics, student assessments, examples of student work.			

Goal 3d.2: We will integrate Technology into student learning to support standards-based instruction in English Language Arts and Math

Objective 3d.2: By June 2014, 90% of students will use technology to help master content standards in English Language Arts and math, and to meet or exceed proficiency levels, as indicated by the CST.

Year 1 Benchmark: 70% of students will use technology to help master content standards in English Language Arts and Math to meet or exceed proficiency levels, as indicated by the CST.

Year 2 Benchmark: 80% of students will use technology to help master standards in English Language Arts and Math to meet or exceed proficiency levels, as indicated by the CST.

Year 3 Benchmark: 90% of students will use technology to help master standards in English Language Arts and Math to meet or exceed proficiency levels, as indicated by the CST.

3d.2. Activities & Implementation	Timeline	Person(s) Responsible	Monitoring & Evaluation
Inventory licenses for self-paced technology tools, assess needs, research available products in content areas and purchase additional software for all grades.	Annual	Site Principal IT Consultant	Teachers and Principals will evaluate student progress with data tracking systems. Teachers and the principal will report monthly. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.
Purchase books, scanners and other equipment to support the Renaissance Learning programs, Paxton Patterson, and Promethian Planet.	Annual	Site Principal IT Consultant	
Establish classroom schedules and provide continuous opportunities for students to work with self-paced instruction and assessment tools.	2011- Ongoing	Classroom teachers	
Provide training through for teachers in personalizing practice to each student's current level, tracking built-in assessments and creating reports so that they can monitor student achievement.	2011- 2014	District Curriculum Coordinator	
Students will use the internet, Accelerated Reader, Power Up, Accelerated Math, Rosetta Stone, Paxton Patterson Science Lab, (for ELL) Promethian Planet (gr. 6-8), grand/or other appropriate software programs to achieve content standards in reading, math, science, and social studies.	2011- 2013	Classroom Teachers, Site Principals.	
Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance.	Ongoing	Classroom Teachers, Site Administrators	
Evaluation instrument: training materials, workshop sign-in sheets, workshop evaluations, examples of student progress reports, student and teacher log-in records, formative assessments, changes in CST Test scores.			

3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace

Technology and information literacy skills are essential for our students. Increasingly, high school students are being required to keyboard and word process papers and reports, conduct research via telecommunications, prepare PowerPoint presentations, and prepare graphic displays of data. Students who do not have basic computer skills will be at a disadvantage in their course work.

When Sausalito students leave the district and enter Tamalpais High School they are expected to complete a computer proficiency requirement for graduation that includes demonstration of proficiency in five areas: timed typing, an objective written test on terms and concepts, word processing, use of spreadsheets and a Power Point presentation task. Students from neighboring Mill Valley, Kentfield and Reed school districts enter "Tam" with nearly all the skills to "test out" of this requirement. We are currently working with the high school on a transition program, which will bring our students up to speed in technology competencies with students from other feeder schools to the Tamalpais Union High School district.

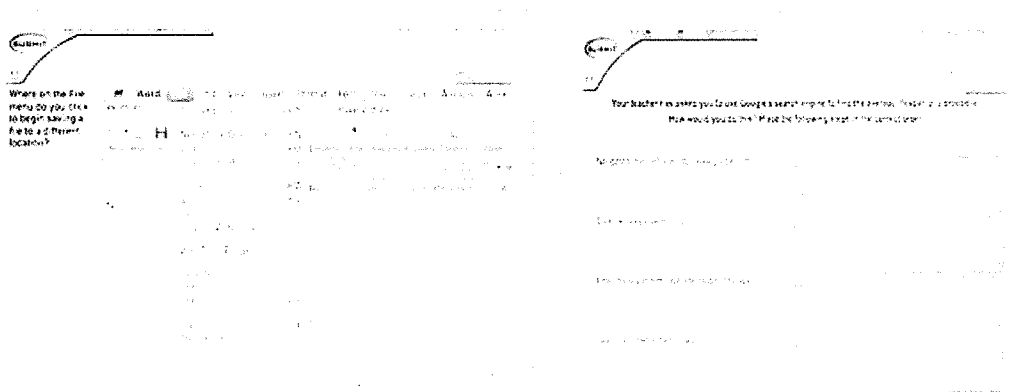
Keyboarding is taught more consistently at earlier grade levels as a foundation skill for the other 21st century skills. Students will pass keyboard speed and accuracy tests by the end of 8th grade so that they are able to work more effectively on projects involving word processing and presentation at the start of high school. This continues to require a more rigorous and frequent approach to keyboarding in the 3rd and 4th grade curriculum at Bayside.

Our teachers will work together to teach the essential knowledge and skills that prepare students to locate, analyze, evaluate, interpret and communicate information and ideas in an information-intensive environment. Authentic practice of these skills will enable our students to realize their potential as informed citizens who think critically and solve problems.

- Information literacy at Sausalito Marin City Schools translates into effectively searching the library catalog, online databases, reference sources, Internet critical evaluation of authority, credibility and currency of information, note taking, and the presentation of information in a variety of formats such as word processing and multimedia.
- Students learn how to collect bibliographies, cite resources, summarize paragraphs and practice note-taking skills.
- In the early grades students learn mouse basics and operational skills through the use of electronic games.
- Controlled research begins at the lower grades.
- Emphasis is also placed on building students' typing skills through use of Type To Learn in a carefully sequenced program so that students arrive at high school with strong keyboarding skills.
- A K-12 scope and sequence for development of Information Literacy skills was developed by a county-wide Marin Librarian consortium and can be accessed at: <http://www.marinschools.org/informationliteracystandards.pdf>. SMCS teachers will work together to include these recommendations in their curriculum development as frequently as possible.

- The ISTE Student NETS will be aligned with student curriculum. These standards were revised in June 2007 to meet the demands of Digital Age learning. (See: Appendix A). The ISTE Nets focus on skills and knowledge that students need to learn effectively and live productively in an increasingly digital society. Cognitive and learning skills, as well as creativity and innovation, are the focus now--and information and media literacy are also elevated in importance. The changes *shift away from a focus on competency with technology tools* and emphasize skills required in a digital world to produce and innovate using technology.
- The district will explore use of digital literacy assessment tools like [SimpleK12](#), which is a free resource based on the International Society for Technology in Education (ISTE) National Educational Technology Standards for Students (NETS-S). Assessments currently target Grade 8 students in order to meet NLCB requirements. In 2012, 4th grade assessments will also be available. Results can be exported into Excel. **SimpleK12** also offers an [Internet Safety Online Curriculum](#) with assessments and quizzes that will be discussed in section 3G.

Sample Simple K12 Questions and alignment with ISTE NETS:



Goal 3e.1: Students will acquire technology and information literacy skills that enable them to succeed in high school.

Objective 3e.1: By June 2014, 90% of our students will demonstrate typing proficiency and the ability to type at least 25 WPM by the end of 8th grade

Year 1 Benchmark: 60% of the students will demonstrate typing proficiency, with the ability to type at least 25 WPM by the end of 8th grade

Year 2 Benchmark: 80% of the students will demonstrate typing proficiency, with the ability to type at least 25 WPM by the end of 8th grade

Year 3 Benchmark: 90% of the students will demonstrate typing proficiency, with the ability to type at least 25 WPM by the end of 8th grade

Implementation Plan 3e.1

Activities and Implementation	Timeline	Person(s) Responsible	Monitoring & Evaluation
Install keyboarding and word processing software on computers in lab, in classrooms, library. All software will be updated as necessary.	Annual	Technology Teacher	Classroom teachers and the technology teacher will evaluate the students' progress and modify as needed to attain the goals.
Starting in 3 rd grade, students will be introduced to keyboarding.	Annual	Technology Teacher	
Set aside time for students to build typing skills; Create accountability and a rewards system.	Annual	Technology Teacher	
Use technology to complete writing assessments in 4 th and 7 th grade.	Annual	Classroom teachers.	
Train teachers to use productivity software with class assignments.	Annual	Technology teacher,	
Student WPM will be placed in student portfolios	Monthly	Student/ Teachers	
Have a Keyboarding demo/competition at Family night	Annual	Principal and technology teacher	
Evaluation Instruments: workshop evaluation sheets, data tracking sheets, student portfolios, writers workshop, lesson plans.			

Goal 3e.2 - All K-8 students will achieve the NCLB goal of being technology literate by 8th grade. They will develop grade-level appropriate proficiency with technology and information literacy skills as outlined in the ISTE NETS for Students.

Objective 3e.2: By June 2013, 80% of all K-8 Students will demonstrate mastery of the NETS-S and/or grade-appropriate mastery of technology concepts and skills, as outlined in the Marin K-12 Information Literacy Scope and Sequence and measured by performance on the Simple K-12 Assessment.

Year 1 Benchmark: By June 2011, 40% of all K-8 students will demonstrate mastery of the NETS-S and/or grade-appropriate mastery of technology concepts and skills, as outlined in the Marin K-12 Information Literacy Scope and Sequence.

Year 2 Benchmark: By June 2012, 60% of all K-8 students will demonstrate mastery of the NETS-S and/or grade-appropriate mastery of technology concepts and skills, as outlined in the Marin K-12 Information Literacy Scope and Sequence.

Year 3 Benchmark: By June 2013, 80% of all of all K-8 students will demonstrate mastery of the NETS-S and/or grade-appropriate mastery of technology concepts and skills, as outlined in the Marin K-12 Information Literacy Scope and Sequence.

3e.2 Activities & Implementation	Timeline	Person(s) Responsible	Monitoring & Evaluation
Explore ways to embed technology skills into the curriculum and develop assignments where students can demonstrate mastery of both the curriculum and technology skills.	Review each trimester.	District Curriculum Coordinator, IT Consultant Classroom teachers, PLC groups	District administrators and school site administrators will track the development and implementation of all activities and accomplishments through monthly progress reports at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.
Teach students how to apply digital tools to gather, evaluate and ethically use online information.	Ongoing	Tech Leaders, Classroom teachers, PLC groups	
Develop a plan to make use of the Information Literacy Scope & sequence developed by Marin School Librarians for K-12 students; Formalize a way for students to acquire information literacy skills in connection with research-based projects.	Annually at the start of school	Tech Leaders, Classroom teachers, PLC groups	
Work with Tam High School District staff to align student information and media literacy knowledge and competencies with high school performance expectations.	Ongoing	Site Administrators	
Raise teacher awareness of the ISTE <u>NETS for Students</u> and analyze how they apply it to the curriculum.	Annually at the start of school.	Site Administrators, Tech Committee	
Align mastery of ISTE NETS-S with student work.	Review each trimester.	Classroom teachers, PLC groups	
Investigate use of Simple K12 for student assessments and pilot usage with 8 th grade students.	Oct 2011	Tech Committee	
Investigate use of Simple K12 for Grade 4 student assessments when it becomes available in 2012.	Oct 2012,	Tech Committee	
Assess student progress on an annual basis using SimpleK-12, Learning.com or teacher-generated surveys and assessments.	2011-2014	IT Consultant, Classroom teachers	
Implement and articulate grade-level information literacy standards.	2011-2014	IT Consultant, Classroom teachers, PLC groups	

Evaluation Instruments and Data

Evaluation instrument: grade level and core subject area meeting notes, teacher use of K-12 rubric, teacher observation, student data from SimpleK12 and other surveys, evidence of lesson plans that incorporate technology standards, rubrics, student portfolios.

3f. List of goals and an implementation plan that describe how the district will address ethical use of information technology so they can distinguish lawful from unlawful uses of copyrighted works, including: the concept and purpose of copyright and fair use; lawful and unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism

Currently, cyberethics and cybersafety education is left to the individual teacher and is not formalized in the district. Some of the measures in place are described below.

- Sausalito Marin City School District uses the "BEST" Program (**B**uild **E**steem in **S**tudents) as a school wide character-education program comprised of nine character themes that teach character, value and citizenship. Components of this program align with cyberethics and cybersafety education.
- Discussion of plagiarism and copyright begins by fourth grade during note taking and research; students are taught to document sources.
- Students are taught paraphrasing techniques to avoid plagiarism.
- Students are taught that other students' logins and digital work are private domains.
- Upper elementary and middle school teachers teach appropriate use of digital media-copyright, plagiarism, fair use, and paraphrasing as part of standard research protocols.
- Students are encouraged to use Ed1Stop images from sources such as AP Image database and other online databases such as World Book Online and Grolier Online and use proper citations.
- Beginning in 4th grade, students learn to record citation elements systematically when accessing information sources.
- All families sign the Acceptable Use Policy for technology.
- Our district's student population is predominantly lower income. We encourage the use of Open Source software to teach technology skills, although commercial products are also used.

New Laws and Standards Related to CyberSafety and CyberEthics

Several new pieces of legislation may help drive cybersafety/digital citizenship education efforts forward in our school district and across the state.

I. Federal and State Legislation

This district technology plan describes new California legislation and revised Federal laws that will influence district policy, teaching and learning in areas related to cybersafety, cyberethics and digital citizenship. Acceptable use policies, board policies and codes of conduct may also need to be updated.



- **Assembly Bill 86**

Effective January 1, 2009, California Education Code 48900 has been amended to authorize school districts to suspend or expel students for bullying, including cyberbullying. AB 86 will influence not only tech plan development, but also development of individual site plans. Each year, every school in California is required to review their School Safety Plan in order to be eligible for Safe School funding. Safe School Planning teams are now authorized to include training on cyberbullying awareness in their plan.

Grounds for student suspension or expulsion were amended to include bullying by electronic means:

- ... While on school grounds
- ... While going to or coming from school
- ... During the school lunch period whether on or off campus
- ... During or while going to/coming from a school activity

- **Assembly Bill 307 [Chavez Bill]**

(Education Code Section 51871.5) The guidelines and criteria for federal funding shall include a component to educate pupils and teachers on the appropriate and ethical use of information technology in the classroom, Internet safety, the manner in which to avoid committing plagiarism, the concept, purpose, and significance of a copyright so that pupils are equipped with the skills necessary to distinguish lawful from unlawful online downloading, and the implications of illegal peer-to-peer network file sharing

- **S. 1492 [Broadband Data Improvement Act]**

Signed into law on October 10, 2008, the Broadband Data Improvement Act requires schools receiving federal E-Rate discounts on telecommunications services and internet access to educate their students "about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response."

State & Federal Legislation (cont'd)

- **CIPA Compliance**

Schools and libraries must have an Internet safety policy. For schools, the policy must include monitoring the online activities of minors. The policy must address the following issues:

- The safety and security of minors when using email, chat and the Internet
- Unauthorized access, including hacking and other unlawful activities by minors online.
- Access by minors to inappropriate matter on the Internet and World Wide Web
- The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communication
- Unauthorized disclosure, use, and dissemination of personal information regarding minors
- Measures designed to restrict minors' access to material harmful to minors

II. Digital Citizenship/New ISTE Standards

ISTE is the International Society for Technology in Education. The updated ISTE Standards for Students and Teachers include digital citizenship components, which will also influence the directions of this district technology plan.



Standard V - Students Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students will:

- a. Exhibit leadership for digital citizenship
- b. Advocate and practice safe, legal, and responsible use of information and technology
- c. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- d. Demonstrate personal responsibility for lifelong learning.



Standard IV - Teachers Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers will:

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

Students will be able to distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism. [AB 307]

3f. Activities & Implementation	Timeline	Person(s) Responsible	Monitoring & Evaluation
Establish a digital citizenship committee of staff, parents and students.	Sep 2011	Site Administrator	District and site administrators will track development and implementation of all activities and accomplishments through progress reports at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.
Build digital citizenship concepts into all academic practices.	2011-2014		
Provide instruction at all grade levels regarding cyberethics, in tandem with instruction in the Life Skills/Character development classes.	Ongoing	Classroom Teachers	
Educate students on topics such as copyright law, pirating music, plagiarism, identity theft, privacy and malicious or destructive behavior online using grade level appropriate curriculum like <u>Cybersmart Lessons</u> .	Ongoing	Classroom Teachers	
Incorporate principles of digital citizenship (as described in the new ISTE Standards) into student work.	2011-2014	Classroom Teachers	
Provide opportunities for students to collaborate globally online and to apply norms of appropriate, responsible behavior with regard to technology use.	2011-2014	Classroom Teachers	
Make all parents, teachers, and students aware of the policy on ethics in regard to the use of technology, including new laws pertaining to cyber bullying.	2011-2014	Superintendent, Site Administrator, Classroom Teachers	
Create a District Acceptable Use Policy to include all forms of electronic communication and to outline the consequences for bullying behaviors.	2011-2014	Superintendent, Principals	

3f Evaluation Instruments and Data

Evaluation Instrument: Board policies on cyberbullying and cyberethics, Acceptable Use Policy, logs of teacher trainings, digital citizenship curriculum materials, examples of student work.

3g. List of clear goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators

Current instruction on Internet safety depends on the knowledge, interest and ability of teachers to integrate it into the curriculum. There is no set curriculum for Internet safety.

- Sausalito Marin City School District uses the "BEST" Program (**B**uild **E**steem in **S**tudents) as a school wide character-education program comprised of nine character themes that teach character, value and citizenship. Components of this program can be tied in with cyberethics and cybersafety education.
- Marin County Office of Education provides web content-filtering services with a proxy server for CIPA compliance to prevent exposure to websites that could harm our children.
- Internet sites are filtered at a high level to prevent access to You Tube, MySpace, Facebook and other sites deemed inappropriate by the Marin County Office of Education.
- Marin County Office of Education offers parent workshops on Internet Safety issues, including mobile safety.
- The District makes use of subscription-based materials offered through Ed1Stop; content is pre-filtered for educational appropriateness.
- Classroom teachers screen websites for content and instruct students regarding website safety
- Students' online work is monitored closely in the classrooms and lab.

Goal 3g: We will educate all students, teachers and administrators in Grades 4-8 on how to avoid dangerous, inappropriate, or unlawful online behavior.

Students will understand how to protect online privacy and avoid online predators [AB 307]

3g. Activities & Implementation	Timeline	Person(s) Responsible	Monitoring & Evaluation
Make use of the B.E.S.T program to teach students appropriate online behaviors.	Ongoing	Classroom Teachers	District and site administrators will track development and implementation of all activities and accomplishments through progress reports at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives
Investigate and adopt a digital citizenship curriculum such as <u>CyberSmart</u> that is standards-aligned and can be integrated with character education themes and encourages positive social action.	Spring 2011	Site Principal, Classroom teachers	
Teach students that online actions have offline consequences and that a digital footprint will follow them for the rest of their lives.	Spring 2011	Site Principal, Classroom teachers	
Investigate and pilot use of free Web 2.0 tools like <u>VoiceThread</u> and <u>Galaxy</u> that would give students opportunities to practice appropriate behaviors online in a protected environment.	Fall 2011	Site Principal, Classroom teachers	
Students will use assessment resources from <u>Simple K-12</u> to verify internet safety knowledge	Annually in June	Classroom Teachers	
As responsible digital citizens, students will learn that they must protect their information from outside forces that might cause disruption or harm.	Ongoing	Classroom teachers	
Work with MCOE to promote parent attendance at countywide workshops that address youth safety issues online.	Annually	Superintendent, Site Administrators	
Review <u>CSBA Sample Board Policy</u> on Internet Safety and distribute a standardized District-wide Acceptable Use Agreement at the start of each school year.	2011-ongoing	Superintendent, Site Administrators,	
Develop specific board policies on cyber-bullying, cell phones, social networking, etc. beyond the Acceptable Use Policy (AUP) for parents.	2011	Superintendent, Site Administrators,	

Evaluation Instruments and Data

Evaluation instrument: board policies, teacher training materials, lesson and class meeting plans, student projects, digital citizenship materials, parent/student handbook, promotional flyers, parent education materials, parent communication and discipline logs.

3h. Describe district policy, practices or goals that ensure equitable technology access for all students

- All students at Bayside and MLK Academy have access to computers in their classrooms, the computer lab and library.
- The computer labs and libraries are equipped with a digital projector so that technology may be used for whole group instruction.
- Library Media Center and the computer lab will be staffed during recess and lunch at least one day per week in order to allow students access to technology during non-instructional time.
- All students in our district will have equal access to technology to support differentiated achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.
- Reading, writing and math intervention software and web supports (Accelerated Reader, Accelerated Math interactive white board) are being used at Bayside and MLK Academy in classrooms and computer labs.
- Subscription-based services such as Ed1stop, (a web based portal with video streaming content aligned to state standards) and reference-based search engines, are made available to students for anywhere/anytime access.
- Students with an active Individualized Education Program have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and defined by the IEP site team and the students' IEP goals.
- English Learners have appropriate access to technology hardware, peripherals, and software as needed to support their English language acquisition as well as their achievement of the academic standards.

3i. List clear goals, measurable objectives, annual benchmarks, and an implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

- Teachers have a broad range of tools to collect and analyze data, and richer sets of student data to guide instructional decisions.
- Accelerated Reader and Accelerated Math have been in use by the district for several years. Both have built-in assessment and tracking systems that provide valuable and timely data that can help drive instruction.
- Online remediation and support is used for all state adopted instructional materials
- Gradebook Wizard is used in the Middle School for student grading; a transition to Aeries is in process.
- DataDirector is used to analyze CST performance and identify student needs. Teachers at the middle school are also using DataDirector to create exams. Data Director allows teachers to filter by period, course, or any of the NCLB filters such as ethnicity, gender, or second language learners to compare student achievement and identify strengths and weaknesses.
- School administrators use DataDirector to disaggregate data. Administrators are able to understand whether variables such as student mobility, professional development for teachers, course sequencing or parental involvement are affecting student performance.
- Aeries is currently used for attendance records by all teachers in both schools. Use of the AERIES grade book and standards-based report card module is being phased in at the middle school level.

Goal 3i.1: We will standardize district wide attendance and grade reporting with use of Aeries web-based system for attendance and grade reporting.

Objective 3i.1: By June 2014, 100% of K-8 teachers will make use of Aeries Student Information System for attendance and grade reporting.

Year 1 Benchmark: By June 2012, 40% of K-8 teachers will make use of Aeries Student Information System for attendance and grade reporting.

Year 2 Benchmark: By June 2013, 60% of K-8 teachers will make use of Aeries Student Information System for attendance and grade reporting.

Year 3 Benchmark: By June 2014, 100% of K-8 teachers will make use of Aeries Student Information System for attendance and grade reporting.

3i. Activities and Implementation Steps	Timeline	Person(s) Responsible	Monitoring and Evaluation
Provide continuous staff development related to student record keeping.	Ongoing	Site Admin, IT Consultant	District and site administrators will track development and implementation of all activities and accomplishments through progress reports at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives
Develop a district-wide culture and expectations for use of Aeries for attendance records. Explore incentives for employee performance.	Ongoing	Site Admin, Superintendent	
All teachers will transition to electronic attendance records over paper-based methods of reporting.	Fall 2011	Classroom teachers	
Establish a uniform standard for report cards. Teachers at all grade levels will transition to AERIES for grade reporting.	Spring 2012	Site Administrator	
Explore other uses of AERIES, including a parent portal.	2013-2014	Site Administrator IT Consultant	

3i. Evaluation Instruments and Data

Data: Records of teacher access and usage of Aeries, number of teachers using Aeries for attendance, number of teachers using Aeries for report cards.

Goal 3i.2: All teachers and administrators will use technology to improve student achievement through data collection, analysis, reporting and data driven decision making.

Objective 3i.2 By June 2014, 80% of all district teachers and administrators will report that they use district technology systems to assess, analyze, monitor and communicate student learning.

Year 1 Benchmark: By June 2012, 40% of all district teachers and administrators will report that they use district technology systems to assess, analyze, monitor and communicate student learning.

Year 2 Benchmark: By June 2013, 60% of all district teachers and administrators will report that they use district technology systems to assess, analyze, monitor and communicate student learning.

Year 3 Benchmark: By June 2014, 80% of all district teachers and administrators will report that they use district technology systems to assess, analyze, monitor and communicate student learning.

3i. Activities and Implementation Steps	Timeline	Person(s) Responsible	Monitoring and Evaluation
Provide continuous staff development related to data collection, analysis, reporting and data driven decision-making.	Ongoing	Site Admin, Data Consultant	District and site administrators will monitor teacher use of data systems; They will report accomplishments through progress reports at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives
Develop a district-wide culture and expectations for use of DataDirector to monitor and improve student achievement.	Ongoing	District Curriculum Coordinator, Site Admin, Superintendent	
Intervention programs like Accelerated Reader, Accelerated Math and Destination Math will be used to track student progress and achievement.	Ongoing	Classroom teachers	
DataDirector will be used to analyze CST scores, create and administer standards-aligned quizzes and to evaluate and track student performance.	Ongoing	Classroom Teachers	
Grade Level and subject area teachers and will use their PLC groups to document targeted students, SMART Goal revisions and targeted strategies. They will analyze data for results and use the information to drive instruction.	Ongoing	PLC Teams, District Curriculum Coordinator	

3i. Evaluation Instruments and Data

Data: SMART Goals, DataDirector, Accelerated Reader, Accelerated Math, Destination Math Assessments, PLC notes.

3j. List clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school

There continue to be several obstacles in the way of optimizing two-way communication between school and home.

- Teachers at the elementary school still do not have voice mail accounts, so messages must be left with the school secretary.
- A district web site has been developed but is incomplete. It does not contain teacher web pages or easy ways for parents to look up information or communicate with teachers. The teacher/technology facilitator has returned to the classroom full-time, so external support will be needed to continue the effort.
- Many families have cell phones but they are frequently "not in service" or the number has been changed so it's a challenge to keep contact information current.
- Since most of the families in the district do not have computers at home, our goals focus on updating the telephone system so that all teachers have a voice mailbox. The new middle school has voice mail, but the elementary school does not.

Current strategies for home/school communication include the following:

- All staff members are provided with district email accounts for access 24/7 from school and at home.
- Teachers collect cell phone and email information from parents at the start of the school year.
- Parents are encouraged to use Public Library computers. Computer literacy classes are available through the local high school district.
- For the 2010-2011 school year, the District has employed a district Social Worker/Community Outreach person who will work to get families more involved in the schools and in the education of their child/children. The goal is to increase communication as well. Part of this effort involves helping families get email addresses and access to recycled computers.
- Bilingual notices are sent home to parents, as needed.

Goal 3j: We will use technology to improve two-way communications between school and home.

Objective 3j.1: By June 2014, teachers will communicate with 80% of the parents through phone, voicemail or email.

Year 1 Benchmark: Teachers will communicate with 30% of the parents through phone, voicemail or email.

Year 2 Benchmark: Teachers will communicate with 60% of the parents through phone, voicemail or email.

Year 3 Benchmark: Teachers will communicate with 80% of the parents through phone, voicemail or email.

3j.1 Implementation Plan

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Implement solution to voice mail for the elementary school	Winter 2012	Board approve Director of Maintenance	Technology Committee will review feasibility studies. Teachers will evaluate the training received on working the voice mail system and the Principal will send home evaluation sheets to parents to see if they are able to communicate more effectively with the staff.
Apply for E-Rate discounts on a voice mail system for the district.	2011	Business Manager	
Purchase hardware and software to implement	2011	Business Manager, IT Consultant	
Train teachers to use new voice mail system to communicate with parents.	2011	IT Consultant, Principal	
Work with the Marin Computer Recycling Center to get computers into the homes of students and parents. Provide local community training with a computer as the reward for completion.	2012-2014	Principal, IT Consultant Social Worker	
Make a strong effort to inform parents of the multiple means of communication available to them.	Ongoing	Superintendent, site principal Social Worker	
Inform parents of community agencies and libraries where they may use computers to communicate with schools.	Annually	Principal	
Work with external consultant to expand the content on the district web site and keep it current.	Fall 2011	Superintendent, Site Principals	
Provide Adult Education information to parents on Computer Literacy Classes.	Ongoing	School Administrators	
Expand opportunities for instructional programs for families using school resources, cable television and other distance learning technologies.	2011-2014	School Administrators, District IT Consultant, Social Worker	
Evaluation Instruments: committee reports, purchase orders, ERate application, workshop evaluation sheets, logs of parent calls, logs of computers placed in the community.			

Goal 3j.2: We will use the district web site to convey information and make teachers and administrators more accessible to parents.

Objective 3j.2 By June 2014, 80% of all district teachers and administrators will provide information for parents through the district web site.

Year 1 Benchmark: By June 2012, 40% of all district teachers and administrators will provide information for parents through the district web site.

Year 2 Benchmark: By June 2013, 60% of all district teachers and administrators will provide information for parents through the district web site.

Year 3 Benchmark: By June 2014, 80% of all district teachers and administrators will provide information for parents through the district web site.

3i. Activities and Implementation Steps	Timeline	Person(s) Responsible	Monitoring and Evaluation
Finish development of the district web site for all schools. Considering hiring high school students as part of their community service.	Sep 2011	District and Site Admin, IT Consultant	District and site administrators will monitor teacher content on web pages; They will report accomplishments through progress reports at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives
Provide teacher email addresses and phone contact information on the web site and revise annually.	Sep 2011	District Administrative Asst.	
Start with teacher technology leaders and create teacher web pages that include information about class activities and homework assignments.	Sep 2011	District and site administrators; IT Consultant	
Develop a template and provide training for teachers in web content development.	Jan 2012	IT Consultant, Teacher Tech Leaders	
Provide computer training for parents on use of the district web site.	2012-2014	IT Consultant	
Investigate computer donations for parents, using external community resources.	2012-2014	Parent Groups, School & District Administrators	

3i. Evaluation Instruments and Data

Data: District and site web content, user logs.

3k. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline

The degree to which the technology is integrated into the learning environment and supports classroom and school management will be measured using indicators such as student-computer ratios, student and teacher surveys (CBEDS data and EDTECHPROFILE), and classroom observations of student engagement with technology resources.

- The process for monitoring curriculum goals has been included in each of the charts in sections 3d-3j
- CST and CELDT scores will be analyzed on an annual basis to assess academic growth.
- Simple Assessment will be evaluate and monitor student technology proficiencies in fulfillment of the NCLB requirement that all students be technology literate by 8th grade.
- Aeries will be used to streamline efficiency in logging student attendance and grades.
- Use of electronic communication with parents will be tracked to see what is most effective. A combination of tools will be offered to meet all needs.
- Teachers will participate in the EdTechProfile survey annually to access technology proficiencies and growth.
- Modifications to District Technology Plan activities will be made as needed in order to insure that the District meets or exceeds measurable objectives.
- Annually, the team will review synthesized and analyzed data and make adjustments to Single Plans for Student Achievement, Site and District Technology Plans, as well as provide data analysis for the Superintendent and the Board of Trustees.

4. Professional Development

4a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development

Because the district is so small, professional development for teachers and administrators is often done on a 1:1 basis, with educators being helped by other teachers on specific aspects of computer use. Most often, professional development is presented as a just-in-time learning experience. A technology consultant on assignment to the District often helps individual teachers and administrators learn new technologies and resolve problems.

District trainings are described below:

- All teachers and administrators received training on use of the Aeries Browser Interface
- Teachers were trained in use of new Textbook adoptions and their associated electronic components.
- Administrators and teachers received training on Formative Assessment through a countywide professional development day.
- Teachers at JFK have received training on SmartBoard usage.
- Middle School teachers have been trained for use of classroom response systems and Paxton Patterson Science Labs.
- Teachers have participated in CTAP workshops locally and in southern CA.
- Teachers received orientation training for WordSmart
- District administrators have received CSIS and CALPADS training.
- Staff development has been provided to teachers through webinars streamed from the Marin County Office of Education, including trainings on EdIStop and DataDirector.
- School Administrators and teachers have received training on use of DataDirector through a countywide initiative.

EdTech Profile

Sausalito Marin City School District Teachers and Administrators completed the Ed Tech Profile Self-Assessment of Technology proficiencies in Fall 2010 in preparation for development of this district technology plan. This free resource was created by the California Department of Education to help assure compliance for state and federal grants and provides aggregate data results to the district so that we can determine where district technology integration and staff development are most needed.

The survey findings represent 64% of the teachers and are summarized by specific skills in order to help classroom teachers, the schools and district office plan technology-infused professional development, based on identified needs. The EdTech Profile survey data and teacher input is reviewed annually at the district and site levels to better define the following year's professional development activities and to measure progress. In addition to self-assessment, the teachers are surveyed annually for site-specific staff development data.

The charts compare teacher proficiencies in basic computer skills and two standards from the California Commission on Teacher Credentialing, Standards 9 and 16. Standard 9 relates to using technology in the classroom while Standard 16 addresses using technology to support student learning. The main summary charts are aggregate proficiency levels for all sub-

categories within each of the three sections. Sub-category charts provide more specific information on skill sets related to basic computer knowledge, use of technology in the classroom and use of technology for student learning.



Table 1.
Overview of Teacher Technology Proficiencies by Category
Basic Skills, Using Technology in the Classroom
and Using Technology to Support Student Learning
(October 2010)

Sausalito Marin City Teachers

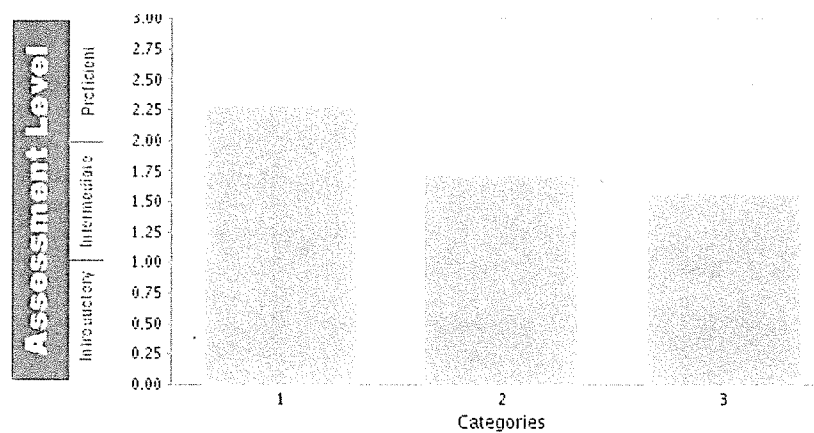
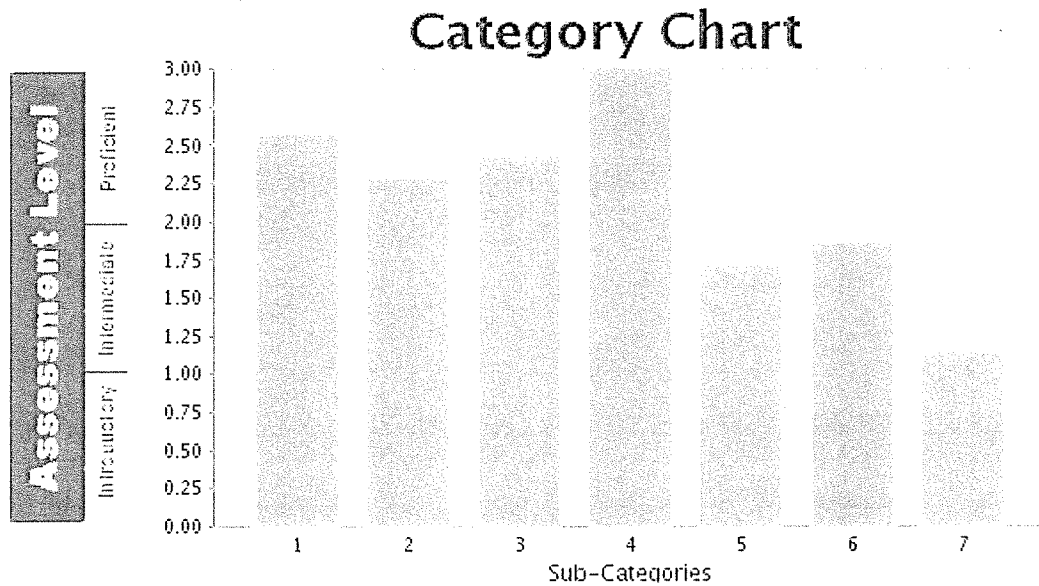


Table 1 - Overview of Teacher Technology Proficiencies by Category

1. Basic Skills
2. Standard 9: Using Technology in the Classroom
3. Standard 16: Using Technology for Student Learning

Table 2.
Basic Computer Skills
Analysis of Teacher Proficiencies in 7 Sub-Categories
 October 2010

Sausalito Marin City Teachers



2. Summary of Teacher Proficiencies in Basic Computer Skills

1. General Computer Knowledge & Skills
2. Internet Skills
3. Email Skills
4. Word Processing Skills
5. Presentation Skills
6. Spreadsheet Skills
7. Database software skills

Table 3.

Standard 9: Using Technology in the Classroom
Analysis of Teacher Proficiencies in 8 Sub-Categories
 (October 2010)

Sausalito Marin City Teachers

Category Chart

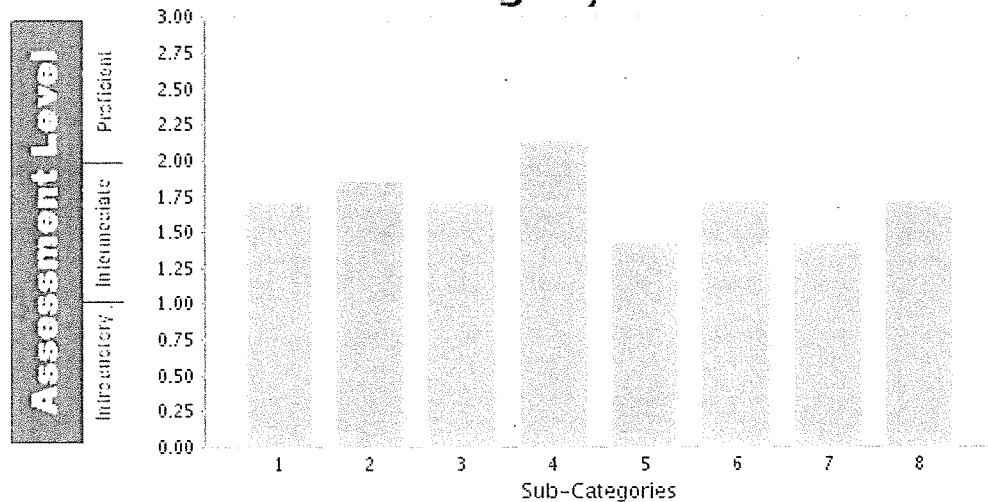


Table 3. Standard 9: Using Technology In the Classroom

1. Able to select appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.
2. Able to analyze best practices and research findings and design lessons accordingly.
3. Able to use computer applications to manage records and communicate through print media.
4. Interacts with others using email; familiar with a variety of computer-based collaborative groups.
5. Uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools.
6. Able to choose software for its relevance, effectiveness, alignment with content standards, and value added to student learning.
7. Demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.
8. Demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.

Standard 16: Using Technology to Support Student Learning
Analysis of Teacher Proficiencies in 7 Sub-Categories
 (October 2010)

Sausalito Marin City Teachers

Category Chart

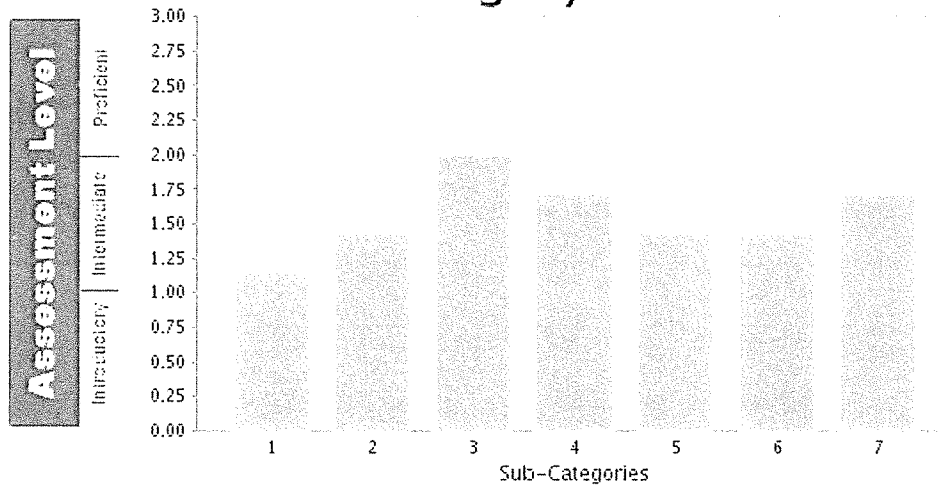


Table 4. Standard 16: Using Technology to Support Student Learning

1. Communicates through a variety of electronic media.
2. Interacts with other professionals through a variety of methods, including use of computer-based collaborative tools to support technology-enhanced curriculum.
3. Uses technology resources available inside the classroom, library media centers, computer labs, local and county facilities to create technology-enhanced lessons aligned with the curriculum.
4. Designs, adapts and uses lessons that address the students' needs to develop information literacy and problem-solving skills for life-long learning.
5. Uses technology in lessons to increase student ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions; Creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.
6. Uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.
7. Demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.

Analysis of Results

Table 1 provides an overview of teacher skills and shows that all teachers and administrators ranked themselves in the intermediate level of proficiency with technology. Their strongest proficiencies were in computer basic skills. They ranked themselves slightly less proficient when it comes to using technology in the classroom and lowest for proficiencies in using technology for student learning. Our teachers know how to use technology in general, but are still learning how to apply it to curriculum objectives.

Table 2 shows very high levels of proficiency in basic computer skills. In 2007, teachers determined that their proficiencies for basic computer skills were mostly in the low intermediate range. In 2010, teachers consider themselves to be much more proficient in all areas of basic computer skills, including general knowledge and skills in Internet, Email, Word Processing, and Presentation skills. Most likely, the aggregate data is showing the influence of hiring tech-savvy teachers at the middle school and providing them with new technologies and training. The results may be slightly skewed however. Not everyone in the two schools completed the survey and teachers with the lowest technology competencies are typically the ones who are least compliant.

Standards 9 and 16 are two technology-related standards of quality and effectiveness set by the California Commission on Teacher Credentialing.

Standard 9 – Using Technology in the Classroom

Table 3 shows that teachers are least proficient in the area of being able to analyze best practices and research findings and design lessons accordingly. They may not have enough experience in seeing how technology is effectively integrated into the curriculum.

- 100% of teachers make use of technology to prepare materials for lessons but only 14% of them encourage students to explore and use multimedia tools to communicate instructional content to peers and parents.
- 100% of teachers use technology to help students learn, but not on a regular basis.
- 14% of teachers design lessons that increase student level of technology usage as well as academic accomplishment.
- 0% of teachers allow their students to independently evaluate electronic content for authenticity, reliability and bias (information literacy). Most teachers select the resources for their students.

Standard 16- Using Technology to Support Student Learning

Table 4 (Standard 16) indicates that teachers and administrators are strongest in their ability to use technology resources available inside the classroom, library media centers, computer labs, local and county facilities to create technology-enhanced lessons aligned with the curriculum. What technologies they have, they use well.

- 44% of teachers use technology resources like sound and video to address individual student learning styles.
- 14% of the teachers indicated that they design instructional activities that require students to identify and select electronic media that they believe will best communicate the lesson objective

- 85% of teachers surveyed indicated that they did not ask students to use a word processor or email to complete lesson goals. (This could be because not all student families have computers at home).
- 29% of teachers indicated that they rarely use technology resources in lesson design. In the lower grades, technology instruction typically occurs during a 5-week block period, not every day.
- 44% of teachers use advanced features of grade books and assessment reports to share feedback and progress with students and parents.

Staff Development Needs

- In the last three years, 57% of teachers have had less than 8 hours of professional development related to the use of technology in the classroom. 14% of teachers have had more than 20 hour of training.
- 86% of teachers indicated that they would like professional development opportunities related to integrating technology into the curriculum. Only 14% indicated an interest in professional development that helps them improve basic computer skills.
- Teachers prefer small group or 1:1 informal technology training, but 25% indicated that they would be interested in online web-based training.
- Teachers prefer that the training be during the school day or after school rather than in the evening or weekends.
- Teachers are not well informed on low cost/no-cost external opportunities for professional development and need a better way to obtain this information.

4b. List clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component objectives (sections 3d – 3j)

Research shows that teachers want continuous learning opportunities that are focused, reflective, and coherent. Professional development will focus on what teachers in individual schools need to know and be able to do for their students. Teachers will work together to design and implement professional development based on shared concerns and strengths. The district will also investigate distance-learning opportunities that are free and that cover a broad base of needs. One under-utilized resource is CTAP (California Technology Assistance Project). Their web-based trainings are free to every teacher in California and repeat in a continuous cycle throughout the year.

Goal 4b. All staff will have the opportunity to participate in sustained, ongoing professional development in support of Curriculum Goals.

Objective 4b.1: By June 2014, 60% of classroom teachers will have registered for and completed one or more webinars (including MyCTAP.org) that highlight practical tools and strategies that can effectively improve the educational experience for teachers and students.

Year 1 Benchmark: By June 2012, 20% of classroom teachers will have registered for and completed one or more webinars that highlight practical tools and strategies that can effectively improve the educational experience for teachers and students.

Year 2 Benchmark: By June 2013, 40% of classroom teachers will have registered for and completed one or more webinars that highlight practical tools and strategies that can effectively improve the educational experience for teachers and students.

Year 3 Benchmark: By June 2014, 60% of classroom teachers will have registered for and completed one or more webinars that highlight practical tools and strategies that can effectively improve the educational experience for teachers and students.

4b.1 Activities and Implementation Steps	Timeline	Person(s) Responsible	Monitoring and Evaluation
Promote free professional development opportunities available through webinars.	2011-2014	Site Administrator	District and site administrators will track development and implementation of all activities and accomplishments through progress reports at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives
Create and publish a calendar of professional development opportunities available through Marin County Office of Education .	Fall 2011, ongoing	Site administrator; support staff	
Create and publish a calendar of professional development opportunities available through MyCTAP.org , Technology & Learning , PBS Teachers and Classroom 2.0	2011-2014	Site administrator, support staff	
Promote online trainings for teachers on use of Web 2.0 tools like Google Apps , Galaxy , Ed.VoiceThread , Twiducate and Edmodo that would give students opportunities to practice good digital citizenship behaviors in a protected environment.	2011-2014	Site administrator, IT Staff, Online Educators	
Send monthly reminders to teachers about professional development opportunities.	2011-2014	Site Administrator	
Share use of technology to improve teaching and learning at staff meetings.	2011-2014	Site Administrator, teachers	
Participate in AERIES and DataDirector webinar trainings offered by MCOE	2011-ongoing	Site Administrator, Classroom teachers	
Have teachers include one technology PD goal in their personal plan for each year.	2011-2014	Site Administrator	

4b.1 Evaluation Instruments and Data

Data: Sign in sheets, webinar certificates, samples of technology-enriched lesson plans.

Objective 4b.2: By June 2014, 100% of all Grade 3-8 teachers will use software and Internet resources for direct instruction and enrichment to support grade level and technology standards.

Year 1 Benchmark: By June 2012, 60% of all Grade 3-8 teachers will use software and Internet resources for direct instruction and enrichment to support grade level and technology standards.

Year 2 Benchmark: By June 2013, 80% of all Grade 3-8 teachers will use software and Internet resources for direct instruction and enrichment to support grade level and technology standards.

Year 3 Benchmark: By June 2014, 100% of all Grade 3-8 teachers will use software and Internet resources for direct instruction and enrichment to support grade level and technology standards.

4b.2. Activities/Implementation Plan	Timeline	Person(s) Responsible	Monitoring & Evaluation
Train teachers in use of a projector or document camera for whole group instruction, as needed.	2011-2014	Teachers, IT Consultant	District, Technology and school site administrators track the development and implementation of all activities and accomplishments monthly and report progress at regular district/ site administration meetings.
Develop lesson plans that incorporate core computer proficiencies that will be expected of our students when they enter Tam Union High School District.	2011-2014	Teachers, IT Consultant	
Create a global classroom using the Internet to create collaborative projects and conduct authentic research, locally, nationally and internationally.	2012	IT Consultant, Administrators.	Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.
Provide training and opportunities to access, analyze, critique and create products in a variety of media with students.	Ongoing	District Curriculum Coordinator	
Create opportunities for teachers to share best practices.		Site Principal	
Involve parents and community in creating authentic learning environments.	Ongoing	Site Principal, classroom teachers	
Design trainings that help teachers develop familiarity with multiple literacies of the 21st century including visual literacy, aural literacy and computer literacy.	2011-2014	District Curriculum Coordinator, IT Consultant,	
Data collection: training materials, sign-in sheets, workshop evaluations, teacher lesson plans, newsletters and other communications distributed to parents by electronic means, student rubrics, examples of student work.			

Goal 4b3: The district will use technology to improve student achievement through data collection, analysis, reporting and data-driven decision making based on both formative and summative assessments.

Objective 4b.3: By June 2014, 100% of all teachers, district and site administrators will use technology to improve student achievement through data collection, analysis, reporting and data-driven decision making.

Year 1 Benchmark: By June 2012, 60% of district and site administrators will use technology to improve student achievement through data collection, analysis, reporting and data-driven decision making.

Year 2 Benchmark: By June 2013, 80% of district and site administrators will use technology to improve student achievement through data collection, analysis, reporting and data-driven decision making.

Year 3 Benchmark: By June 2014, 100% of district and site administrators will use technology to improve student achievement through data collection, analysis, reporting and data-driven decision making.

4b.3 Activities/Implementation Plan	Timeline	Person(s) Responsible	Monitoring & Evaluation
Provide on going technical training for administrators and teachers on data driven decision making.	2011-2014	District & Site Administrators	District curriculum, data, and technology administrators and school site administrators track the development and implementation of all activities and accomplishments monthly and report progress at regular district/ site administration meetings.
Ensure that administrators have fundamental skills to interpret data at the site level.	Ongoing	District Superintendent	
Provide opportunities to discuss informed decision-making in collaborative grade level or subject level groups.	2012-2014	District & Site Administrators	
Expand the types of data collected and used for school improvement efforts.	2011-2014	District Administrators, IT Consultant	Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.
Provide professional development opportunities in the use of test banks.	2011-2014	District & Site Administrators	
Collect examples of best practices.	2011-2014	Site Principal	
Teach staff to use data thoughtfully. Sustain a culture of continuous improvement through use of data driven decision-making.	2011-2014	Site Principals	
Gather evidence on the process in which teachers are differentiating instruction in response to data that shows which students need additional support.	2011-2014	Site Administrators.	
Gather evidence on which differentiated instruction techniques arise out of data driven decision-making	Annually	Site Administrators, IT Consultant.	
Evaluate effectiveness of programs and practices	Annually	Site Administrators	

Evaluation Instruments & Data Collection: District records of the number of teachers and administrators trained to use DataDirector, District records on number of teachers and administrators trained to use Aeries, log-ins, usage records, sign-in sheets, training materials.

Goal 4b.4 Our teachers will receive the training they need in order to make use of voice mail and web-based communication tools to improve communications with parents.

Objective 4b.4: By June 2014, 100% of all teachers will make use of voice mail and web-based communication tools to enhance and improve communication with parents.

Year 1 Benchmark: By June 2012, 60% of all teachers will receive the training they need in order to make use of voice mail and web-based communication tools to improve communications with parents.

Year 2 Benchmark: By June 2013, 80% of all teachers will receive the training they need in order to make use of voice mail and web-based communication tools to improve communications with parents.

Year 3 Benchmark: By June 2014, 100% of all teachers will receive the training they need in order to make use of voice mail and web-based communication tools to improve communications with parents.

4b.4 Implementation Plan/Activities	Timeline	Persons Responsible	Monitoring & Evaluation
Install new voice mail system and provide training for teachers on how to use it as a communication tool with parents.	2011-2014	IT Consultant, Business Office	IT Consultant and site principals will present reports of communications data at District Technology meetings.
Standardize web page process. Provide template-based web page development training for teachers so they can do their own updates.	2011-2014	IT Consultant	
Optimize parent contact database, by training parents and staff on how to keep email and emergency contacts up-to-date.	2011-2014	IT Consultant, Site Principals, Office Staff	
Grade 3-8 teachers will have a class web page to post homework assignments and class information and to facilitate communications with parents and community.	2011-2014	IT Consultant, Site Principals, Classroom Teachers	
Review and update policy for providing essential communications to families without access to the internet and to Spanish-speaking families. Train teachers how to use Casa Notes.	2012-2014	District technology committee	

Evaluation instruments and data: Number of logins and visits to teacher and school web sites, frequency of voice mail usage, frequency of web site and email updates, number of web pages created by teachers, currency of teacher web pages.

4c. Description of the process that will be used to the Professional Development (Section 4b) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

- Teachers, administrative staff tech staff, and administrators will include a technology goal in their list of annual goals. Site administrators will evaluate and monitor progress.
- Sign-in sheets, workshop evaluations and examples of teacher uses of technology in curriculum will be used to track professional development in the district and to monitor how well the training is implemented into daily instruction.
- Teachers will complete the EdTech Profile assessment of technology proficiencies annually
- As indicated in the Monitoring column of the goal tables in Section 4b, the District's Educational Technology Committee and school Site Administrators will track the development and implementation of all professional development activities and accomplishments monthly and report progress at regular District and Site administration meetings.
- Modifications to technology plan activities will be made as needed in order to insure that the District meets or exceeds measurable objectives.
- Annually, the District Technology Committee will review synthesized and analyzed data and make adjustments to Single Plans for Student Achievement, Site and District Technology Plans, as well as provide data analysis for the Superintendent and the Board of Trustees.

5. Infrastructure

5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (sections 3 & 4) of the plan

Existing Hardware

- There are 3-4 computers in each elementary school classroom.
- There are four desktop computers in each classroom at the middle school.
- Each middle school classroom is equipped with interactive white boards, projectors, printers and class responders.
- There are 21 desktop computers in the library media center at the middle school.
- Grade 6-8 teachers have laptops.
- There is one printer in every classroom.
- There are two desktop machines and one laptop for Special Ed at each school.
- The District Office is served by a Windows 2003 server which provides file and print services
- Alarm systems are in place in both labs, but school-wide security needs to be evaluated.

Internet Access/Networking & Infrastructure

- District office, MLK, and Bayside have AT&T Opt-e-man fiber lines connected to the Marin County Office of Education by Cisco 2811 routers.
- Bayside Elementary currently has a fiber run to each of the main buildings on campus terminating on each end with a Cisco 2950 switch or Cisco Express 500.
- All classrooms have computers and Internet access.
- The schools and district office are on the one LAN that is connected to the county office of education through a WAN.
- An e-mail system provided by MCOE is available to all teachers, but not students.
- On top of wired connectivity, the middle school has campus-wide wireless connectivity.

Electronic Learning Resources

- The technology learning resources at our schools are sufficient for current use and will be expanded as teachers and students do more sophisticated projects and need further capabilities.
- Accelerated Reader, Accelerated Math, Fast Forward, Waterford Reading, Type to Learn, MS Office, Adobe Elements, and Adobe Web Software, currently suffice for the majority of student and teacher work.
- Kid Pix and other educational software are available on lower grade machines.
- Teachers in the middle school have interactive white boards in every classroom.
- Some electronic textbooks are in use at the middle school for math and science.
- Research-Based software programs (Accelerate Math, etc.) are available in classroom and lab settings. Waterford Reading is available in K-1 at Bayside.
- The Internet and Ed1Stop Portal subscriptions provide access to videos, encyclopedias, and other K-8 electronic learning resources that are aligned to State Standards and allow for differentiated instruction.

Technical Support

- An independent consultant provides 15 hours of tech support each week, handling server interconnectivity issues and infrastructure. He also coaches individual classroom teachers on use of technology related to special projects.
- A database specialist, formerly with the district, now provides services as a data consultant.
- Two staff members have participated in a CTAP Summer Institutes and taken leadership roles in designing technology-enriched curriculum.
- In a small school setting, teachers handle basic problem solving of technology with support from the independent consultant and their tech-savvy colleagues.
- Teachers attend local and consortium workshops on features and use of DataDirector and Aeries to develop independent skills in collection, analysis and management of data.

5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.

Hardware

- Replacement of aging computers, laptops, printers etc, as needed and within budget constraints
- Purchase additional multimedia equipment (digital still & video cameras) to address multiple learning styles and to help students communicate understanding of important concepts through imagery.

Electronic Learning Resources

- Accelerated Reader, Accelerated Math, Fast Forward, Waterford Reading, Type to Learn, MS Office, Adobe Elements, and Adobe Web Software, currently suffice for the majority of student and teacher work. Program updates will be made as needed.
- The school district makes use of district-wide licenses and services like Cal-Save for maximum discounts. Web-based subscriptions described in the curriculum section of the plan will be renewed annually, as needed. Some textbooks are supported with supplementary online resources and teachers will continue to use them.
- All software purchases must meet a minimum set of standards consistent with the California Learning Resource Network (CLRN), as well as the needs and standards of the Sausalito Marin City School District.
- The district will update software for teacher and student workstations as needed.
- Teachers will make use of free web-based tools such as Google Apps for Educators to develop web pages that allow them to share information on assignments and communicate with parents. The external IT staff will support this effort. Some training will also be available for free through CTAP Live Online Workshops.

- Student record-keeping software is already in place. Usage will be further expanded to allow for standardization of report cards.

Networking and Telecommunications Infrastructure

- The Sausalito Marin City School District's infrastructure provides enough bandwidth to access online resources and programs currently implemented and used by student and staff on a daily basis.
- School Bond resources included new phone systems for Bayside Elementary and Martin Luther King Jr. Academy. MLK has completed installation of the new phone system. The Bayside phone system update needs to be completed.
- Development of this district technology plan will help us qualify for Federal E-Rate funding so that we can obtain continued Internet access and service from MCOE at a reduced fee. E-Rate and the California Tele-Connect Fund also provide discounts on phone purchases and monthly phone bills. A 50% discount applies to all measured business service lines, switched 56 lines, ISDN, DSL, T-1, DS-3, and up to and including OC-192 services or their functional equivalents.

Physical Plant Modifications

- Network wiring for infrastructure upgrade.

Technical Support

- On-site technical support is provided on a weekly basis through contracted services by an external consultant. Additional on-site support for students and staff can be arranged by appointment. Email, phone, and remote support are always available and are provided as needed. Need to continue contracted support at current level.
- New District and School Websites will be launched. Websites will contain resources available to teachers, parents and community. The IT Consultant and his staff will provide web site maintenance, as well as internal district staff. The IT consultant and his team will provide the framework for the district web site, as well as maintenance. District staff will supplement the effort.
- Staff Development resources need to be contracted to support curriculum and professional development goals. The district will also investigate free trainings offered at MYCTAP.org to help develop teacher proficiencies.

5c. List of clear annual benchmarks for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.

Due to the tight economy and budget pressures, plans for major expansion are significantly limited but some activities have been described below.

Tech Area	Benchmarks	Projected Completion	Person(s) Responsible	Monitoring and Evaluation
Hardware	Upgrade Phone system in the elementary school and resolve ongoing problems so that it can be used as a viable communication tool with parents.	Year 1	IT Consultant	District administrators, school site administrators and IT Staff will track the development and implementation of all activities and accomplishments through monthly progress reports at regular district/ site administration meetings.
	Purchase digital cameras, video cameras as funding permits	Year 2	IT Consultant, Business Mgr.	
	Replace 20% of old computers annually, as funds become available.	Annual	IT Consultant	
Network	Build a district web site that can provide timely and accurate information to the community, students and parents.	Year 1	IT Consultant	Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.
	Continue to upgrade T1 connections between school sites and to the internet with high-speed, more reliable OptEMan connections.	Year 1 and Year 2	IT Consultant	
	Conduct a detailed annual review of network bandwidth requirements at the classroom level, to determine whether the wired and wireless network equipment will have adequate bandwidth for the coming year.	Annual	IT Consultant	
Electronic Learning Resources	Expand use of Student Information System to include Gradebook functions	In process	Site Administrators, IT Consultant	
	Purchase or renew software licenses as needed.	Annual	IT Consultant, Business Mgr.	
	Provide teachers with a monthly calendar of free workshops available from CTAP online.	Monthly	Site Admins, IT Consultant, Office Manager	
	Maintain/renew subscriptions and licensing to online products including Discovery Education Streaming, Accelerated Reader,	Annual	IT Consultant, Site administrators, Business Manager.	

	Accelerated Math. Maintain subscriptions to encyclopedias and other databases.			
	Conduct an annual evaluation by a committee of teachers and IT personnel of open source and/or web-based alternatives to commercial software such as Google Apps for Educators.	Annual	IT Consultant, District Tech Committee.	
	Decide on software purchases each spring and purchase licenses before the end of the fiscal year, so that computer images can be created and tested in early summer	Annual	IT Consultant, Business Mgr.	
Technical Support	Investigate use of Atomic Learning to create just-in-time video learning experiences for teachers.	Year 1	District Tech Committee	
	Provide assistance to classroom teachers who are expanding their usage of new technologies such as SmartBoards.	Ongoing	IT Consultant	
	Provide training and assistance in alignment with DataDirector usage and needs.	Ongoing	Data Specialist, Administrators.	<i>As indicated above.</i>

5d. Description of the process that will be used to monitor whether the annual benchmarks including roles and responsibilities.

Sausalito Marin City is a small school district. Evaluation of the infrastructure component will be made possible through a shared commitment to ongoing monitoring and review of information gathered.

Realizing that all equipment purchases will be made according to budgetary constraints for that year, a meeting with the District Technology Committee and Superintendent will take place annually to establish the funding priorities and to map out a plan.

The District IT Consultant will support the monitoring and evaluation of this section of the plan by:

- Monitoring and evaluating help desk records and purchase requests
- Monitoring and evaluating District survey results to measure progress on benchmarks district-wide
- Monitoring input from teachers
- Monitoring web site usage
- Monitoring voice mail usage

The data specialist and site administrators will monitor usage of DataDirector.

The District Technology Committee will review progress toward our goals in the Curriculum and Professional Development sections. They will also look at the data gathered in the survey of staff needs, and will work with the IT Consultant to make recommendations for infrastructure changes that will lead us more directly toward student achievement. Review of progress will be reported annually to the Superintendent and Board of Trustees.

6. Funding and Budget

6a. List of established and potential funding sources and cost savings, present and future

Established Funding Sources

Currently our funding comes from:

- Enhancing Education Through Technology Grant (25% staff dev.)
- School Improvement Program (SIP - State)
- Targeted Instruction Program Grant (TIG - State)
- Economic Impact Aid (EIA - State)
- Nell Soto Parent Teacher Involvement Fund
- Title II Staff Development - pays for professional Development coordinator

Education Technology K-12 Voucher Program

As a school district with a high percentage of students on the free and reduced price lunch program, we will benefit from the California Department of Education's (CDE) Education Technology K-12 voucher program, which is the State's program for distributing funding from a class action suit against the Microsoft Corporation. Funding from this source will continue to support technology in our district.

E-rate

Sausalito Marin City School District is eligible for E-Rate benefits. Discounts are calculated based on the percentage of students that are eligible for free and reduced priced lunch program and the size of the school district. The district is applying for E-rate benefits as a Marin County Office of Education (MCOE Consortium. Discounts will include basic local, cellular, long distance phone service and voicemail. The district will also qualify for reduction in fees charged by MCOE for Internet access.

E-Rate approved Services

This plan shall allow for expenditures for categories of E-Rate Services:

- o Plain old telephone service (POTS)
- o Voice-over IP (VOIP) Telephony
- o Wireless data services such as Blackberry
- o Long Distance telephone services
- o Email, automated voice notification, and safety related services
- o Internet access and Internet services, including fiber-optics
- o Other SLD services congruent with implementation of the current technology plan.

Potential Funding Sources

The current funding climate in California for education makes it difficult to know what resources will be available. As a small district we do not have the capacity to apply for, implement and monitor small grants and thus rely primarily on State and Federal funding. Unlike other schools in the surrounding area of southern Marin, we do not have a foundation that can fundraise for us.

The district will take advantage of cost savings through purchase of district and site vs. individual licenses. Wherever possible, the district will make use of State purchasing power through Cal-Save.

6b. Estimate implementation costs for the term of the plan (3-5 years).

Sausalito Marin City District Technology Budget					
	2011-12	2012-13	2013-14	Total Cost	Funding Source
Hardware					
Replacement computers, laptops, printers	\$10,000		\$10,000	\$20,000	General Fund
Infrastructure upgrade, network wiring	\$10,000			\$10,000	Part of school improvement plan, year 3
Software, Electronic Learning Resources, Materials & Supplies					
Software for public machines	\$1,000	\$1,000	\$1,000	\$3,000	Nell Soto
Software upgrades: Destination Math, Accelerated Reader, Type to Learn,	\$8,900	\$8,500	\$8,500	\$25,900	General Fund, EIA, Lottery
Video Streaming	\$700	\$700	\$700	\$2,100	Lottery
Materials for projects, including blank media	\$1,750	\$1,750	\$1,750	\$5,250	Lottery
DataDirector licensing	-	-	-	-	MCOE Grant
Professional Development					
Staff Development – including County workshops, CUE Conference, Destination Math, Renaissance Place	\$3,650	\$3,050	\$1,250	\$7,950	Title II, General Fund
Teacher Release Time/Stipends	\$1,000	\$1,000	\$1,000	\$3,000	
Contracted Services					
Tech Support	\$43,200	\$43,200	\$43,200	\$129,600	General Fund
Data Support	\$12,000	\$12,000	\$12,000	\$36,000	General Fund
Installation – tech support	\$1,000	\$1,000	\$1,000	\$3,000	Lottery
Web Master	\$5,000	\$5,000	\$5,000	\$15,000	General Fund
Instructor for targeted tech classes after school – SLS	\$7,500	\$7,500	\$7,500	\$22,500	ASES
Telecommunications – including Internet service, voice, filtering, etc.	\$8,000	\$8,000	\$8,000	\$8,000	E-Rate, General Fund

6c. Describe the district's replacement policy for obsolete equipment.

The District Replacement Policy is to replace obsolete equipment when equipment cannot be repaired cost effectively and/ or is older than 7 years of age.

Policies & Procedures	Assessment	Responsibility
Removal of obsolete equipment (i.e. all computers earlier than a Pentium IV will be removed)	District Technology Committee—annual assessment	Business Manager
Acceptance of donated equipment	Dist. Tech Committee/ Tech Support—annual assessment	Business Manager
Inventory of Equipment	Annual Inventory	Business Office

6d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary

The Business Manager monitors the annual technology budget. The Business Manager and school administrators review technology funding opportunities each year as the Governor's office proposes, revises and signs the State Education budget. School districts also receive information from the Marin County Office of Education when federal and state funding opportunities become available.

The district will take advantage of cost savings through purchase of district and site vs. individual licenses. Wherever possible, the district will make use of State purchasing power through Cal-Save. The Business Manager will be the lead contact for E-Rate. During April, May and June of each year, the Board's Finance Committee reviews technology spending-requests as part of the process of setting an overall budget that is formally adopted in June. If adjustments to technology spending become necessary due to increases or decreases in available funds granted by the Board of Trustees, the District Technology Committee will determine what adjustments to this plan should be made.

7. Monitoring and Evaluation

This educational technology plan is meant to be a "living" document that will guide district decision making over the three-year duration of the plan. It will be monitored, evaluated and revised by the District Technology Committee as needed. Any revisions to the plan will be presented to the Board of Trustees annually.

The District Technology Committee will provide overall coordination and oversight of the technology planning process. Coordination will include the implementation of goals and objectives set forth in this plan to integrate technology to meet core curriculum goals.

The IT Consultant will provide information and oversight to guide the Curriculum, Professional Development and Infrastructure components of this plan, while the District Business Manager, Superintendent and Board Finance Committee will provide coordination and oversight of technology funds and budget issues.

The School Principals will provide site-based updates on technology plan implementation and needs; site based training support; input on efforts, outcomes and needs to support implementation of the plan to meet district curricular goals.

7a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning

Every effort will be made to collect relevant measurable objective data that can be documented, referenced and reviewed, as outlined in the implementation step tables' Monitoring column and in the Evaluation section attached to each goal in Sections 3-5. To create a view of the overall impact of the Technology Plan data will be drawn from the following sources (and others):

- Academic performance data
- Sociological data
- CBEDS, CALPADS data
- CELDT Data
- Surveys of teachers, students and parents
- Classroom observations
- Database of technology integration activities and lesson plans
- Local benchmarks in DataDirector
- Correlations to State or National standards
- EdTech Profile teacher proficiency data
- Annual State Technology Survey
- Documentation of staff development plans and objectives
- Professional development evaluation data
- Correlations to research

- Email and website traffic analysis
- Database of student- and teacher-created electronic resources
- Technology inventory data

Responsibility for the evaluation of the overall effectiveness of this plan on teaching and learning will be assigned to many stakeholders:

- Individual teachers will provide data by correlating the use of technology with student outcomes using DataDirector or other measures.
- Grade Level and Curriculum teacher groups at each school will analyze data for strengths and weaknesses in content and grade-specific areas, as part of the District's professional learning communities initiative.
- Site Administrators will examine data at the site, grade level, subject, teacher and student levels, and use DataDirector information, teacher observations and other data to determine where technology use has been effective and where it has not. The Principal will focus on where intervention is needed and which interventions have been successful in the past.
- The District Technology Committee will gather data from these and other stakeholders to identify areas in which technology may have positively affected results and areas in which technology might support future improvement. The committee will publish its findings in annual reports to the Board of Trustees and make recommendations for the effective use of technology to support curricular goals, and amend the District Technology Plan as necessary.

7b. Schedule for evaluating the effect of plan implementation

The District's administrators (site principals and superintendant) will serve as the primary evaluators of the technology plan and will dedicate at least two of its meetings each year to review progress in meeting benchmarks for each goal and objective in Sections 3-5. The semi-annual review will highlight action items for teachers and administrators that remain to be carried out.

At a more detailed level, scheduled faculty meetings at the school site will have at least one agenda item per meeting to discuss the progress of one or more technology plan implementation steps or goals.

School administrators will prepare recommendations for modifications to the plan and present them to the Board of Trustees annually. After review and comment on these recommendations the plan will be updated on an annual basis.

7c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.

District Administrators and the IT Consultant will prepare a formal implementation status report on the progress toward the plan goals and the completion of activities and will submit the report and budget recommendation to the Superintendent and the Board of Trustees on an annual basis.

The District Business Manager prepares and closely monitors the District expenditures. Monthly reports are submitted to the Board. Quarterly the Business Manager, site administrators and IT Consultant will review expenditures, develop purchasing procedures and review progress toward implementation of technology goals using:

- Student Data Report by the site Principals
- Staff Survey on equipment and tech support needs
- Professional Development Report by School Administrators
- In-service agendas
- Technology Issues Report by the Educational Technology Specialist
- Equipment Report/Inventory
- Budget prepared by the Business Manager

Reports at all board meetings will be disseminated to the local community.

8. Effective Collaboration Strategies with Adult Literacy Providers

8a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers

Sausalito Marin City School District currently identifies the Marin County Office of Education's Regional Occupation Program (ROP), the Tamalpais Unified High School Districts Adult Literacy Program and the Marin County Community College District as County resources for providing Adult Literacy instruction and support.

- **Tamalpais Union High School District Adult and Community Education Program**
TUHSD's program addresses the community need for adult literacy and participates in county and state networks to keep abreast of adult literacy needs and promising practices. The Tam Adult & Community Education program, which includes literacy, has the advantage of working with the district and being able to provide current and relevant technology with its collaboration that serves literally thousands of Marin County residents. TUHSD's Adult Education program offers classes in the following state mandated areas:
 - English as a Second Language
 - Adult Literacy (basic education, GED and HS Diploma)
 - Career and Technical Education
 - Adults with Disabilities
- **Marin County Regional Occupation Program (ROP)** has historically offered Adult Literacy programs, utilizing the California Perkins funding to provide monitored and effective use of technology resources for Adult Educational Programs. In support of the County's employment assistance program ROP also receives funding and reports directly on its success of its developed curriculum through CalWorks.
- **Marin Community College District**
Adult Computer Literacy Courses are open to adults in our community. Eligibility requirements are that the participants are eighteen years old. Courses offered include a variety of computer literacy classes to assist participants in acquiring basic proficiency to more advanced learning. Support for Spanish-speaking community members and community members with special needs is available.
- **Other Agencies**
Other agencies such as the Marin Education Resource Center (MEC), the Marin Conservation Corps, the Canal Community Alliance, and Homeward Bound of Marin offer community-based adult literacy, ESL and GED programs.

9. Research-Based Practices

9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals

The goals, objectives, benchmarks and timelines presented or described in the previous sections of the plan are derived from proven strategies and methods for student learning, teaching and technology management and are based on relevant research and effective practices.

Our technology plan lists clear goals and strategies for integrating technology into the curriculum to improve student learning. The following relevant research was examined and integrated into our plan. The research that we selected emphasizes best practices for technology integration in the curriculum and important factors that contribute to successful staff development.

Relevant Research that supports curricular and professional development goals.	
<u>Curriculum</u>	<p>A survey of 465 teachers in California resulted in 92% affirming that the starting point in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state- adopted curriculum standards. A number of respondents indicated that an online resource that profiles electronic learning resources with the specific skills and knowledge in areas that align with the content standards would facilitate the selection of programs enabling the integration of technology with the curriculum (Cradler & Beuthel, 2001)</p> <p><i>SACSD teachers receive ongoing training to effectively align technology usage with curriculum standards and goals.</i></p>
	<p>Evaluation Study of the Effects of Promethean ActivClassroom on Student Achievement</p> <p>This 2009 study by Marzano reported relatively large percentile gains in student achievement did occur, but only under the following conditions: a teacher has 10 years or more of teaching experience; has used the technology for two years or more; uses the technology between 75 and 80% of the time in his or her classroom; and has high confidence in his or her ability to use the technology.</p> <p>http://www.prometheanworld.com/server.php?show=nav.18731</p> <p><i>Teachers at SACSD receive training to effectively use whiteboards in the classroom as a way to increase student participation.</i></p>
	<p>The CEO Forum on Education and Technology (2001) studied the impact of technology over a five-year period to inform educational decision makers about effective uses of educational technology. The CEO Forum report recommends that schools develop strategic technology and educational plans that ensure alignment across the curriculum, learning standards and objectives. "Technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable educational objectives." The CEO Forum included 21st Century Skills as a "new set of skills necessary to prepare students for life and work in the digital age. These skills include digital literacy, inventive</p>

	<p>thinking, effective communication and high productivity abilities." (CEO Forum on Education and Technology, June 2001).</p> <p>Some Effects of Video Streaming on Educational Achievement. Boster, FJ et al. Communication Education, v55 n1 p46-62 Jan 2006. An independent research firm found that using video from Discovery Education increased student achievement in 3rd grade science and social science and eight grade social studies.</p> <p>The Impact of Video Streaming on Mathematics Performance. Boster, FJ et al. Communication Education, v56 n2 p134-144 Apr 2007. In another study on 6th and 8th grade mathematics, preliminary results show a mean gain for an experimental group using UnitedStreaming (now Discovery Education streaming) over the control group.</p> <p><i>Teachers of SMCSD make regular use of streaming video to boost student achievement and address all learning styles.</i></p>
<p>Curriculum(cont'd)</p>	<p>Research shows that high quality formative assessment does have a powerful impact on student learning. Black and William report that studies of formative assessment show an effect size on standardized tests of between 0.4 and 0.7, which is larger than most known educational interventions. Formative assessment is particularly effective for students who have not done well in school, thus narrowing the gap between low and high achievers while raising overall achievement.</p> <p>Inside the Black Box: Raising Standards Through Classroom Assessment P Black, D William - Phi Delta Kappan, 1998 <i>The district and the county place a high emphasis on Formative Assessment for Learning and teachers regularly provide feedback to students.</i></p> <p>VoiceThread - emerging technology "most likely to have large impact on teaching, learning, research, or creative expression within education", with a 'time-to-adoption' horizon of one year or less. (Horizon Report, K-12 Edition, 2009) <i>VoiceThread will be one of the web-based tools used by teachers and students to communicate globally using images, text and video.</i></p> <p>Technology does provide a small, but significant, increase in learning when implemented with fidelity. While this statistic is encouraging, the real value lies to research lies in the identification of those technology interventions that get sufficiently positive results to warrant the investment. Most educators are looking for the value proposition that will significantly advance learning, teaching, and school system efficiencies. Taking advantage of these leverage points requires serious review of specific research studies that specifically address the needs and challenges of schools and serious attention paid to leadership development, professional development for teachers, school culture, curricular redesign, and teacher preparation.</p> <p>Technology In The Schools: What the Research Shows Metiri Group – commissioned by Cisco System 2006</p>

	<p>A study of the attitudes of Internet-using public middle and high school students toward "use of the Internet for schoolwork and the broader learning that can take place online." shows that students want to be assigned activities that are relative to their daily lives and they want access to computers beyond that available in computer labs and only at specific times of the day.</p> <p><i>The digital disconnect: The widening gap between internet-savvy students and their schools. (2003) Levin, D, & Arafah, S., American Institutes for Research for Pew Internet & American Life Project.</i></p> <p><i>The district makes use of programs like Paxton Patterson Science Labs to make learning interactive and relevant for students.</i></p> <p>Robert Marzano identified nine essential strategies that are most likely to improve student achievement across all content areas and across all grade levels. Using educational technology applications and resources, we can build on these recommendations and advance student learning through inquiry, collaborative projects, games, and other activities that will capture student interest and make school exciting and meaningful.</p> <p><i>Using Technology with Classroom Instruction that Works,</i></p> <p><i>Howard Pitler, Elizabeth R. Hubbell, Matt Kuhn, Kim Malenoski, Published by ASCD, 2007</i></p> <p><i>At SMCSd, we help students take notes, summarize content and make comparisons and we can use technology to engage them in cooperative learning. We can also reinforce their efforts through formative assessment feedback and recognition techniques described by Marzano.</i></p>
	<p>Confronting the Challenges of Participatory Culture: Media Education for the 21st Century</p> <p>This report aims to shift the conversation about the "digital divide" from questions about access to technology to questions about access to opportunities for involvement in participatory culture and how to provide all young people with the chance to develop the cultural competencies and social skills needed. Fostering these skills, the authors argue, requires a systemic approach to media education; schools, afterschool programs, and parents all have distinctive roles to play.</p> <p>Jenkins, Henry. <i>Confronting the Challenges of Participatory Culture: Media Education for the 21st Century.</i> MIT Press, 2009. Print.</p>
<p><u>Professional Development</u></p>	<p>An extensive report from WestEd examines many studies related to educational technology and school reform. Several key factors are identified as crucial elements for successfully using technology:</p> <ul style="list-style-type: none"> o Technology is best used as one component in a broad-based reform effort o Teachers must be adequately trained to use technology o Teachers may need to change their beliefs about teaching and learning o Technological resources must be sufficient and accessible o Effective technology use requires long-term planning and support o Technology should be integrated into the instructional framework <p>These key elements are addressed in several places the SMCSd Technology Plan. They are best found in the areas aligning technology with curricular and professional development goals</p>

	<p>emphasizing technology-enhanced, standards-based curricular lessons and units.</p> <p>The Learning Return On Our Educational Technology Investment: A Review of Findings from Research, WestED (Ringstaff and Kelley, June 2002)</p>
	<p>The greatest gains in student achievement occurred when teachers were trained in the use of technology (Schacter, 1999). Intensive and ongoing staff development that provides opportunities for modeling, practice, and reinforcement of technology use with curricula should be linked to curriculum goals and objectives from the onset of technology implementation efforts (Roschelle et al., 2000).</p>
	<p>Professional Development</p> <p>While our profession more than ever needs to build capacity in its teachers, we also need to be sure that time, energy, and resources are used only on "quality programs that teach with and about best practice" Dede, C. (2006). <i>Online professional development for teachers: Emerging models and methods</i>. Cambridge, Massachusetts: Harvard Education Press</p>
	<p>Staff Development 2.0</p> <p>David Jakes suggests "it is key that schools or districts identify technology standards for students and teachers and frame those standards as learning outcomes for students." A sound procedure is for administrators to employ formal data collection strategies to evaluate teacher mastery of standards and their impact on actual instruction. These standards should drive further professional development planning.</p>

9b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.

The District is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our technology plan integrates the development of innovative strategies for using technology including the use of free or low cost Open source and Web 2.0 tools and resources for students, teachers, and administrators. The district will investigate supplemental software and technologies supporting adopted curriculum. In this way learning is extended from the school to the home and available 24/7.

We will continue to work with the Marin County Office of Education to provide our instructional staff with specific extended high quality professional development on technology and curriculum integration expanding our current face-to-face district staff development offerings. Current subscriptions such as Discovery Education Video Streaming on Demand and Accelerated Reader offer students exposure to content at multiple grade levels that offer more rigorous exploration and study.

Future technology goals to be explored by the district Technology Committee to increase the use of technology in and out of the classroom include, but are not limited to:

- New, innovative, and creative virtual and physical training and distance learning projects will be explored to enhance the curriculum.
- Various approaches and media will be utilized in order to maximize teacher participation with future use of video streaming on the web and online training.

Profiles

for Technology (ICT) Literate Students

A major component of the NETS Project is the development of a general set of profiles describing technology (ICT) literate students at key developmental points in their precollege education. These profiles are based on ISTE's core belief that all students must have regular opportunities to use technology to develop skills that encourage personal productivity, creativity, critical thinking, and collaboration in the classroom and in daily life. Coupled with the standards, the profiles provide a set of examples for preparing students to be lifelong learners and contributing members of a global society.

The profiles highlight a few important types of learning activities in which students might engage as the new NETS•S are implemented. These examples are provided in an effort to bring the standards to life and demonstrate the variety of activities possible. Space limitations and the realities of the constantly evolving learning and technology landscapes make it impossible to provide a comprehensive collection of examples in this document, and consequently, students and teachers should not feel constrained by this resource. Similarly, because this represents only a sampling of illuminating possibilities, the profiles cannot be considered a comprehensive curriculum, or even a minimally adequate one, for achieving mastery of the rich revised National Educational Technology Standards for Students. Educators are encouraged to stay connected to the ISTE NETS Refresh Project and contribute their best examples to expand this resource.

The profiles are divided into the following four grade ranges. Because grade-level designations vary in different countries, age ranges are also provided.

- ▶ Grades PK–2 (ages 4–8)
- ▶ Grades 3–5 (ages 8–11)
- ▶ Grades 6–8 (ages 11–14)
- ▶ Grades 9–12 (ages 14–18)

It's important to remember that the profiles are *indicators of achievement at certain stages* in primary, elementary, and secondary education, and that success in meeting the indicators is predicated on students having regular access to a variety of technology tools. Skills are introduced and reinforced over multiple grade levels before mastery is achieved. If access is an issue, profile indicators will need to be adapted to fit local needs.

The standards and profiles are based on input and feedback provided by instructional technology experts and educators from around the world, including classroom teachers, administrators, teacher educators, and curriculum specialists. Students were also given opportunities to provide input and feedback. In addition, these refreshed documents reflect information collected from professional literature.

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Profile

for Technology (ICT) Literate Students

Grades PK–2 (Ages 4–8)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during PK–Grade 2 (ages 4–8):

1. Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1, 2)
2. Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (1, 3, 4)
3. Engage in learning activities with learners from multiple cultures through e-mail and other electronic means. (2, 6)
4. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1, 2, 6)
5. Find and evaluate information related to a current or historical person or event using digital resources. (3)
6. Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1, 3, 4)
7. Demonstrate the safe and cooperative use of technology. (5)
8. Independently apply digital tools and resources to address a variety of tasks and problems. (4, 6)
9. Communicate about technology using developmentally appropriate and accurate terminology. (6)
10. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (6)

The numbers in parentheses after each item identify the standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

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Profile

for Technology (ICT) Literate Students Grades 3–5 (Ages 8–11)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 3–5 (ages 8–11):

1. Produce a media-rich digital story about a significant local event based on first-person interviews. (1, 2, 3, 4)
2. Use digital-imaging technology to modify or create works of art for use in a digital presentation. (1, 2, 6)
3. Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. (3, 4)
4. Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. (3, 4, 6)
5. Identify and investigate a global issue and generate possible solutions using digital tools and resources. (3, 4)
6. Conduct science experiments using digital instruments and measurement devices. (4, 6)
7. Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. (4, 6)
8. Practice injury prevention by applying a variety of ergonomic strategies when using technology. (5)
9. Debate the effect of existing and emerging technologies on individuals, society, and the global community. (5, 6)
10. Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (4, 6)

The numbers in parentheses after each item identify the standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

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Profile

for Technology (ICT) Literate Students

Grades 6–8 (Ages 11–14)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 6–8 (ages 11–14):

1. Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. (1, 2)
2. Create original animations or videos documenting school, community, or local events. (1, 2, 6)
3. Gather data, examine patterns, and apply information for decision making using digital tools and resources. (1, 4)
4. Participate in a cooperative learning project in an online learning community. (2)
5. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. (3)
6. Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. (3, 4, 6)
7. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (3, 4, 6)
8. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. (2, 3, 4, 5)
9. Integrate a variety of file types to create and illustrate a document or presentation. (1, 6)
10. Independently develop and apply strategies for identifying and solving routine hardware and software problems. (4, 6)

The numbers in parentheses after each item identify the standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

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CDE Appendix C: Criteria for EETT Funded Technology

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The table below provides an index for reviewers to relevant sections of the technology plan. Refer to the "Page in District Plan" column for location of referenced text.

1. PLAN DURATION CRITERION			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>The plan should guide the district's use of education technology for the next three to five years. (For new plan, can include technology plan development in the first year).</i>	8	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION			
Corresponding EETT Requirement(s): 7 and 11 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
<i>Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</i>	9	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

CDE Appendix C: Criteria for EETT Funded Technology

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3. CURRICULUM COMPONENT CRITERIA			
Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	10-11	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	12-13	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	14	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	15-16	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	17-20	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

CDE Appendix C: Criteria for EETT Funded Technology

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	Page in Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307: Optional in 2007-08, required July 1, 2008).	21-25	The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).	The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307: Optional in 2007-08, required July 1, 2008)	26-27	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	28	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students.

CDE Appendix C: Criteria for EETT Funded Technology

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i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	29-31	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	33-34	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.	35	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

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4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA			
Corresponding EETT Requirement(s): 5 and 12 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	36-42	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.	42-46	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.	47	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

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5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (sections 3 & 4) of the plan.	48-49	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	49-50	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in section 5b.	51-52	The annual benchmarks are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor the annual benchmarks including roles and responsibilities.	53	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

CDE Appendix C: Criteria for EETT Funded Technology

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6. FUNDING AND BUDGET COMPONENT CRITERIA			
Corresponding EETT Requirement(s): 7 & 13, (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	54	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified.
b. Estimate annual implementation costs for the term of the plan.	55	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	56	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	56	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	57-58	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	58	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	59	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EET Requirement(s): 11 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	60	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EET Requirement(s): 4 and 9 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	61-64	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	64	The plan describes the process the district will use to	There is no plan to use technology to extend or

		the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	supplement the district's curriculum offerings.
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BILINGUAL ASSESSOR WAIVER REQUEST FORM

CD Code	2	1	6	5	4	7	4	LEA Sausalito Marin City School District
Contact person (recipient of CDE notice) Debra A. Bradley, Ed.D, Superintendent								Telephone (415) 332-3190

Mail signed original to:

California Department of Education
Language Policy and Leadership Office
1430 N Street, Suite 4401
Sacramento, CA 95814-5901
FAX: (916) 319-0138

Questions: (916) 319-0845

Bilingual Assessor - Education Code Section 52164.1

The Superintendent may waive the requirement that the assessment be conducted by persons who can speak and understand the pupil's primary language where the primary language is spoken by a small number of pupils and the district certifies that it is unable to comply.

Part 1. Desired Outcome/Rationale.

Please complete the *Supplement for Waiver of Bilingual Assessor* on the reverse side of this form.

2. District English Learner Advisory Committee (DELAC). The DELAC, if required as stated in the instructions, should review this waiver.

Date the DELAC reviewed the request: ____/____/____ ☐ If objections, please summarize below.

DELAC Certification: *I certify that the District English Learner Advisory Committee was consulted on this request. The DELAC was unable to assist in locating enough appropriate individuals to conduct the assessment of language skills for languages which are the subject of this waiver request.*

Note: *There is not a DELAC in the SMCSO since there are fewer than 50 EL students enrolled at the two non-charter public schools.*

DELAC Chairperson Signature

Part 3. Effective period of request:

07/0/2020 to 06/30/2011

Part 4. Local board approval date: March 24, 2011

Part 5. District certification:

I certify that the information provided on this waiver and its attachments is correct and complete and that all applicable state statutes and regulations will be observed.

Signature (Superintendent or designee)

Superintendent
Title

03/25/2011
Date

(Please complete supplement on page two)

For California Department of Education Use Only

Scheduled for:
ADMINISTRATIVE ACTION

Waiver #:

General Criteria: ☐ Met ☐ Not Met: 1 2 3 4

Dept. recommendation: ☐ Approve

☐ Deny

☐ Other: _____

Staff

Date

Unit Manager

Date

Division Director

Date

CDS code:

2	1	6	5	4	7	4
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LEA:

Sausalito Marin City School District

Supplement for Waiver of Bilingual Assessor
EC Sections 62002 and former 52164

At a minimum, **informal** diagnosis of all languages is required, even when no bilingual assessors are available. For more information on this subject, contact the Language Policy and Leadership Unit at (916) 319-0845.

X Check here if your request is for a language **NOT** listed below but reported on the most recent School Level R30-Language Census (LC) Reports. Continue with this form **ONLY** if you are also seeking a waiver for one or more languages listed below.

Enter **ONLY** the number of English learner (EL) students that need a waiver for those language groups listed below, and for which there are insufficient assessors. The number should reflect the number of students for whom an initial identification of language proficiency assessment was required, not the number reported on the R-30-LC Report. For languages that do not need a waiver, leave blank.

_____ Arabic	1	Farsi	_____ Hmong	_____ Lao	_____ Portugese	_____ Spanish
_____ Armenian	2	French	_____ Italian	1	Mandarin	_____ Punjabi
_____ Cambodian	_____ German	_____ Japanese	_____ Mien	_____ Russian	7	Vietnamese
2	Cantonese	_____ Hindi	_____ Korean	3	Pilipino/Tagalog	_____ Samoan
						1 Urdu
						1 Polish
						1 Bhutanese
						1 Gujarati
						1 Swedish
						1 Mongolian

For each language identified above, with more than ten EL students, describe the district's specific efforts to secure bilingual assessors. Example: types and results of community searches, contact with neighboring districts, postings, and notices in a local newspaper, etc.

N/A – There are no languages listed above in which there are more than ten EL students.

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

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
02923777	000609/	AMERICAN EXPRESS				
		PO-110270	1. 01-0000-0-5803.00-0000-7200-700-000-000		Ad for MLK principal	1,502.70
		PO-110283	1. 01-1100-0-4300.00-1110-1010-100-000-000		Bingo game - Bayside	118.00
		PV-110451	01-0000-0-4300.00-0000-7110-725-000-000		Mollie Stone - board meeting	75.42
			01-0000-0-4300.00-0000-7110-725-000-000		Various - Interview meetings	169.18
			01-0000-0-4300.00-0000-7110-725-000-000		Due 2/11/11	97.44
			01-0000-0-4300.00-0000-7150-725-000-000		Starbucks	13.35
			01-0000-0-5210.00-0000-7150-725-000-000		Lunch-School Services meeting	30.16
			01-0000-0-5210.00-0000-7150-725-000-000		Bradley-Monterey trip	202.00
			01-0000-0-5220.00-0000-7150-725-000-000		Saylor's	47.17
			01-0000-0-5220.00-0000-7150-725-000-000		Lunch-principal interview	52.91
			01-0243-0-4300.00-0000-2495-100-000-000		Pizza - Bayside	237.08
			WARRANT TOTAL			\$2,545.41
02923778	070358/	AT&T				
		PO-110008	1. 01-0000-0-5970.00-0000-2700-700-000-000		289 0609	30.41
			1. 01-0000-0-5970.00-0000-2700-700-000-000		332 7803	49.71
			1. 01-0000-0-5970.00-0000-2700-700-000-000		289 0831	30.41
			WARRANT TOTAL			\$110.53
02923779	070329/	AT&T CALNET 2				
		PO-110278	1. 01-0000-0-5970.00-0000-2700-700-000-000		1/11	13.14
			1. 01-0000-0-5970.00-0000-2700-700-000-000		1/11	13.14
			1. 01-0000-0-5970.00-0000-2700-700-000-000		1/11	13.14
			1. 01-0000-0-5970.00-0000-2700-700-000-000		1/11	14.08
			1. 01-0000-0-5970.00-0000-2700-700-000-000		1/11	3.93
			WARRANT TOTAL			\$57.43

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

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
02923780	070513/	BOYS AND GIRLS CLUB				
		PO-110064	1. 01-6010-0-5840.00-1110-1010-700-000-000	1/11		13,900.00
			WARRANT TOTAL			\$13,900.00
02923781	070569/	FORREST CORSON				
		PV-110453	01-0000-0-5230.00-0000-8110-735-000-000	Mileage 7/10 to 1/11		288.82
			WARRANT TOTAL			\$288.82
02923782	070511/	ASCHA DRAKE				
		PV-110452	01-0000-0-4300.00-0000-7200-725-000-000	Buttons for Gear Up		21.95
			WARRANT TOTAL			\$21.95
02923783	070076/	IDEATION GROUP				
		PO-110125	1. 01-0240-0-5840.00-0000-2130-700-000-000	1/11		6,760.00
			WARRANT TOTAL			\$6,760.00
02923784	002618/	LENORA KWOK				
		PV-110449	01-0000-0-4300.00-1110-1010-100-000-000	Reimb.		4.36
			WARRANT TOTAL			\$4.36
02923785	070454/	LIEBERT CASSIDY WHITMORE				
		PO-110262	1. 01-0000-0-5829.00-0000-7100-000-000-000	126371		72.00
			1. 01-0000-0-5829.00-0000-7100-000-000-000	126372		1,944.00
			1. 01-0000-0-5829.00-0000-7100-000-000-000	126369		1,225.50
			1. 01-0000-0-5829.00-0000-7100-000-000-000	126370		2,100.00
			1. 01-0000-0-5829.00-0000-7100-000-000-000	126368		5,315.68
			WARRANT TOTAL			\$10,657.18
02923786	070537/	MACK TREE COMPANY				
		PO-110154	1. 01-8150-0-5600.00-0000-8111-735-000-000	2181		1,695.00
			WARRANT TOTAL			\$1,695.00
02923787	000580/	MARIN COUNTY SHERIFF DEPART.				
		PV-110456	01-0000-0-5821.00-0000-7200-725-000-000	110383		40.00
			WARRANT TOTAL			\$40.00

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

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
02923788	070326/	MARIN SANITARY SERVICE													
		PO-110092	1.	01-0000-0-5550.00-0000-8200-000-000-000									25645		67.00
		WARRANT TOTAL													\$67.00
02923789	070447/	MAXIM HEALTHCARE SERVICES													
		PO-110173	1.	01-0000-0-5840.00-0000-3140-100-000-000									8366668-A84		250.00
		PO-110282	1.	01-6500-0-5835.00-5770-1182-700-000-000									8366668-A84		503.50
		WARRANT TOTAL													\$753.50
02923790	070573/	MCMASTER CARR													
		PO-110290	1.	01-8150-0-4300.00-0000-8100-735-000-000									76603537		432.21
		WARRANT TOTAL													\$432.21
02923791	001927/	MILL VALLEY SERVICES													
		PO-110291	1.	01-0000-0-4300.00-0000-7200-725-000-000									72058		76.65
		WARRANT TOTAL													\$76.65
02923792	001248/	NELSON STAFFING SOLUTIONS													
		PV-110462		01-0000-0-5845.00-0000-2700-700-000-000									5243343		196.88
		WARRANT TOTAL													\$196.88
02923793	070525/	OFFICE EQUIPMENT FINANCE													
		PV-110459		01-0000-0-5605.00-0000-7200-725-000-000									169858255		744.47
		WARRANT TOTAL													\$744.47
02923794	070411/	PERFECT TIMING													
		PV-110463		01-0000-0-5845.00-0000-7150-725-000-000									27143		646.80
		WARRANT TOTAL													\$646.80
02923795	070533/	QUEST DIAGNOSTICS													
		CM-110007		01-0240-0-5840.00-0000-3600-700-000-000									9134561485		32.00-
		PV-110457		01-0240-0-5840.00-0000-3600-700-000-000									9136975503		37.00
		WARRANT TOTAL													\$5.00
02923796	070264/	DONNA RICHARDSON													
		PV-110460		01-3010-0-5230.00-1110-1010-700-000-000									1/11 Mileage		353.43

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

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM DESCRIPTION	ACCOUNT NUM	AMOUNT
WARRANT TOTAL						\$353.43
02923797	000614/	JAMES SCULLION				
		PV-110458	01-0243-0-4300.00-0000-2495-100-000-000	Reimb. Family Night		28.18
WARRANT TOTAL						\$28.18
02923798	070367/	TIME CLOCK INC.				
		PO-110035	1. 01-0000-0-5849.00-0000-7200-000-000-000	PA48354.1		146.81
WARRANT TOTAL						\$146.81
02923799	002834/	TIMELY TRANSPORTATION				
		PO-110019	1. 01-7230-0-5840.00-1110-3600-700-000-000	June 11 Mid		1,849.00
WARRANT TOTAL						\$1,849.00
02923800	001244/	YOUTH IN ARTS				
		PV-110450	01-9476-0-4300.00-1110-1010-700-000-000	YIA Supplies		1,750.50
WARRANT TOTAL						\$1,750.50
*** FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS: 24			TOTAL AMOUNT OF WARRANTS:	\$43,131.11*

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0043 GENERAL FUND
: 13 CAFETERIA FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
	REQ#	REFERENCE LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP		DESCRIPTION	
02923801	000609/	AMERICAN EXPRESS				
		PV-110451	13-5310-0-4400.00-0000-3700-700-000-000		Microwave	178.70
			WARRANT TOTAL			\$178.70
02923802	000105/	CLOVER-STORNETTA FARMS				
		PV-110454	13-5310-0-5849.00-0000-3700-700-000-000		Bayside	501.75
			13-5310-0-5849.00-0000-3700-700-000-000		1/11	224.40
			WARRANT TOTAL			\$726.15
02923803	070213/	PREFERRED MEAL SYSTEMS				
		PV-110455	13-5310-0-5840.00-0000-3700-100-000-000		10498069	1,094.30
			13-5310-0-5840.00-0000-3700-101-000-000		10498070	596.28
			13-5310-0-5840.00-0000-3700-700-000-000		10498069	316.15
			WARRANT TOTAL			\$2,006.73
*** FUND	TOTALS ***		TOTAL NUMBER OF WARRANTS: 3		TOTAL AMOUNT OF WARRANTS:	\$2,911.58*

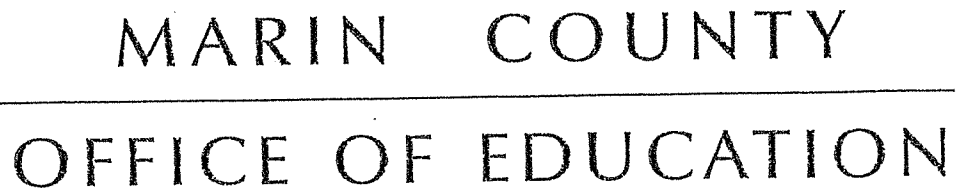
DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0043 GENERAL FUND

: 40 SPECIAL RESERVE-CAP OUTLAY #1

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
02923804	070570/	SECURITY CONTRACTOR SERVICES												
	PO-110276	1.	40-0000-0-5840.00-0000-8500-100-000-103										189542	646.25
	WARRANT TOTAL													\$646.25
02923805	070285/	SMITH EMERY												
	PO-110204	1.	40-0000-0-6260.00-0000-8500-100-000-103										664051-9	250.00
	WARRANT TOTAL													\$250.00
*** FUND		TOTALS ***	TOTAL NUMBER OF WARRANTS: 2										TOTAL AMOUNT OF WARRANTS:	\$896.25*
*** BATCH		TOTALS ***	TOTAL NUMBER OF WARRANTS: 29										TOTAL AMOUNT OF WARRANTS:	\$46,938.94*
*** DISTRICT		TOTALS ***	TOTAL NUMBER OF WARRANTS: 29										TOTAL AMOUNT OF WARRANTS:	\$46,938.94*

***** END OF REPORT *****



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

Date 2/10/11

District No. 47

The Governing Board of the District named hereon hereby authorizes and directs payment of vendor payments in the total of \$ 80,425.06.

AMOUNT

80.414.81

10.25

Authorized Signature

Marin County Office of Education Business Form No. 119
BUILDING THE FUTURE . . . ONE STUDENT AT A TIME

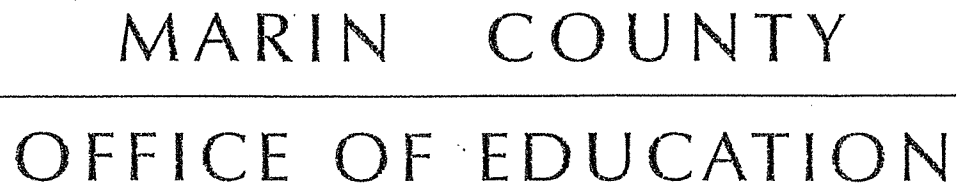
DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0044 GENERAL FUND
: 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
02924166	002896/	ARMOR LOCKSMITH				
		PV-110467	01-8150-0-5600.00-0000-8110-735-000-000	9972		20.80
			WARRANT TOTAL			\$20.80
02924167	002362/	EDUCATIONAL & PSYCHOLOGICAL				
		PO-110012	1. 01-6500-0-5800.00-5001-2110-700-000-000	2/11		4,485.22
		PV-110465	01-0240-0-5840.00-0000-3910-101-000-000	2/11		6,749.79
			WARRANT TOTAL			\$11,235.01
02924168	000045/	MARIN COUNTY OFFICE OF EDUC				
		PO-110187	1. 01-0000-0-5940.00-0000-2700-700-000-000	110761		450.00
			WARRANT TOTAL			\$450.00
02924169	001737/	REGISTRAR OF VOTERS				
		PV-110468	01-0000-0-5814.00-0000-7110-700-000-000		Nov. 2, 2010 election charges	250.00
			WARRANT TOTAL			\$250.00
02924170	002172/	WILLOW CREEK ACADEMY				
		PV-110464	01-0000-0-8096.00-0000-9200-103-000-000		Feb. 11 in lieu payment	68,459.00
			WARRANT TOTAL			\$68,459.00
*** FUND	TOTALS ***		TOTAL NUMBER OF WARRANTS: 5		TOTAL AMOUNT OF WARRANTS:	\$80,414.81*

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0044 GENERAL FUND
: 13 CAFETERIA FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
02924171	070449/	MARCO BERTI												
		PV-110466											Milk for MLK	10.25
													WARRANT TOTAL	\$10.25
*** FUND	TOTALS ***					TOTAL NUMBER OF WARRANTS:	1						TOTAL AMOUNT OF WARRANTS:	\$10.25*
*** BATCH	TOTALS ***					TOTAL NUMBER OF WARRANTS:	6						TOTAL AMOUNT OF WARRANTS:	\$80,425.06*
*** DISTRICT	TOTALS ***					TOTAL NUMBER OF WARRANTS:	6						TOTAL AMOUNT OF WARRANTS:	\$80,425.06*

***** END OF REPORT *****



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

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0045 GENERAL FUND
FUND: 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
02924616	002896/	ARMOR LOCKSMITH				
	PV-110471		01-8150-0-5600.00-0000-8110-735-000-000	38642		138.94
			WARRANT TOTAL			\$138.94
02924617	070198/	ARROWHEAD				
	PO-110005	1.	01-0000-0-4300.00-0000-7200-725-000-000	2/11		33.86
		2.	01-0000-0-4300.00-1110-1010-100-000-000	2/11		30.43
		3.	01-0000-0-4300.00-1110-1010-101-000-000	2/11		12.83
			WARRANT TOTAL			\$77.12
02924618	001613/	ASSOC. OF CALIFORNIA SCHOOL				
	PO-110265	1.	01-0000-0-5803.00-0000-7200-700-000-000	14886		705.00
	PO-110277	1.	01-0000-0-5803.00-0000-7200-700-000-000	14886		380.00
			WARRANT TOTAL			\$1,085.00
02924619	070329/	AT&T CALNET 2				
	PO-110278	1.	01-0000-0-5970.00-0000-2700-700-000-000	2/11		29.07
			WARRANT TOTAL			\$29.07
02924620	070575/	BAY AREA NOISE CONTROL				
	PO-110285	1.	01-8150-0-5600.00-0000-8110-735-000-000	Consultation		395.00
			WARRANT TOTAL			\$395.00
02924621	070010/	DEBRA BRADLEY				
	PV-110476		01-0000-0-4300.00-0000-7150-725-000-000	Reimb.		53.85
			01-0000-0-5300.00-0000-7150-725-000-000	Reimb.		265.00
			WARRANT TOTAL			\$318.85
02924622	070578/	JAIME CASTRO				
	PV-110477		01-0000-0-8699.00-0000-0000-000-000-000	Stale dated check reissue		12.12
			WARRANT TOTAL			\$12.12
02924623	070511/	ASCHA DRAKE				
	PV-110479		01-9476-0-4300.00-1110-1010-700-000-000	Reimb. Supplies		119.41
			WARRANT TOTAL			\$119.41

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0045 GENERAL FUND
FUND: 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
02924624	070263/	FEDEX				
		PV-110470	01-0000-0-5960.00-0000-7200-725-000-000	3 invoices		16.90
			01-0000-0-5960.00-0000-7200-725-000-000	3 invoices		95.80
			01-0000-0-5960.00-0000-7200-725-000-000	3 invoices		21.01
			WARRANT TOTAL			\$133.71
02924625	002854/	FOLLETT LIBRARY RESOURCES				
		PV-110474	01-1100-0-4300.00-1110-1010-101-000-000	316933-3		175.76
			WARRANT TOTAL			\$175.76
02924626	070577/	FOODNIKS				
		PV-110478	01-0000-0-4300.00-0000-7110-725-000-000	23194		216.75
			WARRANT TOTAL			\$216.75
02924627	070136/	GE MONEY BANK/AMAZON				
		PV-110469	01-6300-0-4300.00-1110-1010-101-000-000	Books-MLK		90.40
			WARRANT TOTAL			\$90.40
02924628	002181/	GUITAR CENTER OF SAN FRANCISCO				
		PO-110303	1. 01-9476-0-4300.00-1451-1010-700-000-000	Guitars for Music Program		1,793.30
			WARRANT TOTAL			\$1,793.30
02924629	000047/	MARIN MUNICIPAL WATER DST				
		PO-110002	1. 01-0000-0-5535.00-0000-8200-000-000-000	443952		85.49
			1. 01-0000-0-5535.00-0000-8200-000-000-000	135958		70.83
			1. 01-0000-0-5535.00-0000-8200-000-000-000	122739		190.41
			1. 01-0000-0-5535.00-0000-8200-000-000-000	150959		85.49
			1. 01-0000-0-5535.00-0000-8200-000-000-000	137249		231.09
			WARRANT TOTAL			\$663.31
02924630	070412/	MARINSHIP SELF STORAGE				
		PO-110063	1. 01-0000-0-5840.00-0000-8110-735-000-000	2/11		299.00
			WARRANT TOTAL			\$299.00

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0045 GENERAL FUND
FUND: 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
02924631	070447/	MAXIM HEALTHCARE SERVICES													
		PO-110173	1.	01-0000-0-5840.00-0000-3140-100-000-000									8381769-A84		750.00
		PO-110282	1.	01-6500-0-5835.00-5770-1182-700-000-000									8381769-A84		1,113.00
		WARRANT TOTAL													\$1,863.00
02924632	070573/	MCMaster CARR													
		PO-110289	1.	01-8150-0-4300.00-0000-8100-735-000-000									76471866		123.05
		WARRANT TOTAL													\$123.05
02924633	000058/	P G & E CO													
		PO-110001	1.	01-0000-0-5510.00-0000-8200-000-000-000									Due 2/28/11		18.33
		WARRANT TOTAL													\$18.33
02924634	000056/	PBI													
		PO-110011	1.	01-0000-0-5960.00-0000-7200-725-000-000									Postage		1,519.99
		WARRANT TOTAL													\$1,519.99
02924635	070574/	R & S ERECTION OF SANTA ROSA													
		PO-110288	1.	01-8150-0-5600.00-0000-8110-735-000-000									67873		285.00
		WARRANT TOTAL													\$285.00
02924636	002545/	SONITROL													
		PO-110257	1.	01-0000-0-5840.00-0000-8300-101-000-000									0261116-IN		277.20
		WARRANT TOTAL													\$277.20
02924637	001953/	SPECTRUM CENTER													
		PO-110127	1.	01-6500-0-5833.00-5750-1185-700-000-000									82060-1/11		8,115.03
		PO-110251	1.	01-6500-0-5833.00-5750-1185-700-000-000									82059-1/11		5,049.00
		WARRANT TOTAL													\$13,164.03
02924638	001811/	STATE OF CALIFORNIA													
		PV-110473		01-9471-0-5821.00-0000-7200-725-000-000									832478		96.00
		WARRANT TOTAL													\$96.00
02924639	000866/	T & B SPORTS													
		PO-110231	1.	01-8150-0-4300.00-0000-8100-735-000-000									129436		567.48

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0045 GENERAL FUND

FUND : 01 GENERAL FUND

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

WARRANT TOTAL														\$567.48
02924640	002834/	TIMELY TRANSPORTATION												
	PO-110019	1.	01-7230-0-5840.00-1110-3600-700-000-000					March 11 FOM					1,849.00	
WARRANT TOTAL														\$1,849.00
02924641	070555/	KEITH WILLIAMS												
	PV-110475		01-3010-0-4300.00-1110-1010-700-000-000					Buttons for MLK event					150.00	
WARRANT TOTAL														\$150.00
*** FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS: 26										TOTAL AMOUNT OF WARRANTS:	\$25,460.82*	

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0045 GENERAL FUND
: 13 CAFETERIA FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
02924642	000398/	MARGARET BONARDI												
		PV-110472					13-5310-0-4300.00-0000-3700-700-000-000						Reimb. Milk for Bayside	11.65
													WARRANT TOTAL	\$11.65
*** FUND	TOTALS ***						TOTAL NUMBER OF WARRANTS:	1					TOTAL AMOUNT OF WARRANTS:	\$11.65*
*** BATCH	TOTALS ***						TOTAL NUMBER OF WARRANTS:	27					TOTAL AMOUNT OF WARRANTS:	\$25,472.47*
*** DISTRICT	TOTALS ***						TOTAL NUMBER OF WARRANTS:	27					TOTAL AMOUNT OF WARRANTS:	\$25,472.47*
***** END OF REPORT *****														

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0046 GENERAL FUND
: 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
02924904	002765/	ALADDINS AUTOMOTIVE				
		PV-110488	01-0240-0-5600.00-0000-3600-700-000-000		Bus inspection	144.97
			WARRANT TOTAL			\$144.97
02924905	070329/	AT&T CALNET 2				
		PO-110278	1. 01-0000-0-5970.00-0000-2700-700-000-000	2/11		35.99
			1. 01-0000-0-5970.00-0000-2700-700-000-000	2/11		14.45
			1. 01-0000-0-5970.00-0000-2700-700-000-000	2/11		14.36
			1. 01-0000-0-5970.00-0000-2700-700-000-000	2/11		15.76
			1. 01-0000-0-5970.00-0000-2700-700-000-000	2/11		35.99
			1. 01-0000-0-5970.00-0000-2700-700-000-000	2/11		15.49
			1. 01-0000-0-5970.00-0000-2700-700-000-000	2/11		60.58
			1. 01-0000-0-5970.00-0000-2700-700-000-000	2/11		13.20
			1. 01-0000-0-5970.00-0000-2700-700-000-000	2/11		70.70
			1. 01-0000-0-5970.00-0000-2700-700-000-000	2/11		14.53
			1. 01-0000-0-5970.00-0000-2700-700-000-000	2/11		99.25
			1. 01-0000-0-5970.00-0000-2700-700-000-000	2/11		53.30
			WARRANT TOTAL			\$443.60
02924906	070449/	MARCO BERTI				
		PV-110485	01-0000-0-5230.00-0000-2700-700-000-000		Mileage - Parent Meeting	12.24
			WARRANT TOTAL			\$12.24
02924907	002547/	DISCOVERY OFFICE SYSTEMS				
		PV-110481	01-0000-0-5605.00-1110-1010-100-000-000		55e1046655	361.39
			WARRANT TOTAL			\$361.39
02924908	001620/	FEDEX OFFICE				
		PO-110271	1. 01-0000-0-5841.00-0000-7100-725-000-000	517700005216		431.64
		PO-110272	1. 01-0000-0-5841.00-0000-7100-725-000-000	517700005226		1,594.87

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0046 GENERAL FUND
: 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM		
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		AMOUNT	
WARRANT TOTAL						\$2,026.51	
02924909	002270/	FISHMAN SUPPLY CO.					
		PO-110273	1. 01-0000-0-4300.00-0000-8211-735-000-000	826876		1,373.92	
WARRANT TOTAL						\$1,373.92	
02924910	000899/	MICHAEL'S TRANSPORTATION SERV					
		PV-110489	01-0000-0-5840.00-0000-3600-700-000-000	63855,63856		3,640.00	
			01-0000-0-5840.00-0000-3600-700-000-000	64041, 64037, 64120		5,315.00	
			01-0000-0-5840.00-0000-3600-700-000-000	63687, 63688, 63927		6,135.00	
WARRANT TOTAL						\$15,090.00	
02924911	001927/	MILL VALLEY SERVICES					
		PO-110293	1. 01-0000-0-4300.00-1110-1010-101-000-000	721271		99.80	
		PO-110299	1. 01-9479-0-4300.00-0000-2100-101-000-502	72158		125.01	
		PO-110300	1. 01-0000-0-4300.00-0000-7200-725-000-000	72189		106.49	
WARRANT TOTAL						\$331.30	
4912	001248/	NELSON STAFFING SOLUTIONS					
		PV-110487	01-0000-0-5845.00-0000-2700-700-000-000	5244261		630.00	
WARRANT TOTAL						\$630.00	
02924913	070411/	PERFECT TIMING					
		PV-110482	01-0000-0-5845.00-0000-7150-725-000-000	27169		970.20	
WARRANT TOTAL						\$970.20	
02924914	070522/	TENISHA TATE					
		PV-110484	01-0243-0-4300.00-0000-2495-100-000-000	Reimb. Parent Meeting		23.05	
			01-0243-0-4300.00-0000-2495-100-000-000	Reimb. Parent Meeting		23.05	
WARRANT TOTAL						\$46.10	
02924915	070580/	TRAHAN MECHANICAL					
		PV-110483	01-8150-0-5600.00-0000-8110-735-000-000	14440		90.00	
WARRANT TOTAL						\$90.00	

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

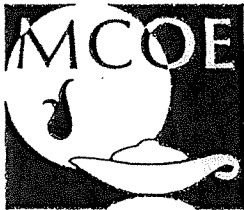
BATCH: 0046 GENERAL FUND

: 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
02924916	001194/	WEST PAYMENT CENTER				
	PV-110486	01-0000-0-4300.00-0000-7150-725-000-000		822272957		179.85
		WARRANT TOTAL				\$179.85
*** FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS:	13	TOTAL AMOUNT OF WARRANTS:		\$21,700.08*

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0046 GENERAL FUND
: 13 CAFETERIA FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
02924917	070213/	PREFERRED MEAL SYSTEMS				
	PV-110480		13-5310-0-5840.00-0000-3700-100-000-000	2/7/11		1,633.24
			13-5310-0-5840.00-0000-3700-101-000-000	2/7/11		527.44
			13-5310-0-5840.00-0000-3700-700-000-000	2/7/11		267.02
			WARRANT TOTAL			\$2,427.70
*** FUND	TOTALS ***		TOTAL NUMBER OF WARRANTS: 1	TOTAL AMOUNT OF WARRANTS:		\$2,427.70*
*** BATCH	TOTALS ***		TOTAL NUMBER OF WARRANTS: 14	TOTAL AMOUNT OF WARRANTS:		\$24,127.78*
*** DISTRICT	TOTALS ***		TOTAL NUMBER OF WARRANTS: 14	TOTAL AMOUNT OF WARRANTS:		\$24,127.78*
***** END OF REPORT *****						



MARIN COUNTY OFFICE OF EDUCATION

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MARIN COUNTY
SUPERINTENDENT OF SCHOOLS

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

VENDOR PAYMENT CERTIFICATION

Date 2/24/11

District Name SAUSALITO MARIN CITY District No. 47

The Governing Board of the District named hereon hereby authorizes and directs payment of vendor payments in the total of \$ 143,510.24.

<u>FUND NUMBER</u>	<u>BATCH NUMBER</u>	<u>AMOUNT</u>
<u>01</u>	<u>47</u>	<u>104,518.87</u>
<u>13</u>	<u>47</u>	<u>2,545.00</u>
<u>40</u>	<u>47</u>	<u>36,446.37</u>
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Authorized Signature Margaret Donalds

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0047 GENERAL FUND
FUND: 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	
02925549	002765/	ALADDINS AUTOMOTIVE												
		PV-110505		01		0240-0-5840.00-0000-3600-700-000-000							Bus Service Inspection	242.46
													WARRANT TOTAL	\$242.46
02925550	070374/	ANOVA CENTER FOR EDUCATION												
		PO-110185	1.	01		6500-0-5833.00-5750-1185-700-000-000							33488	3,980.00
													WARRANT TOTAL	\$3,980.00
02925551	002896/	ARMOR LOCKSMITH												
		PV-110493		01		8150-0-5600.00-0000-8110-735-000-000							9976	26.37
													WARRANT TOTAL	\$26.37
02925552	000192/	AT&T												
		PO-110006	1.	01		0000-0-5970.00-0000-2700-000-000-000							234 343 6954 760 3	1,475.00
													WARRANT TOTAL	\$1,475.00
02925553	000006/	BAY CITIES, REFUSE INC												
		PO-110003	1.	01		0000-0-5550.00-0000-8200-000-000-000							Bayside	1,627.40
			1.	01		0000-0-5550.00-0000-8200-000-000-000							Manzanita	670.95
													WARRANT TOTAL	\$2,298.35
02925554	070341/	LEE BOHLMANN												
		PO-110248	1.	01		0000-0-5849.00-0000-7180-725-000-350							Phase III, 2/11	1,000.00
			1.	01		0000-0-5849.00-0000-7180-725-000-350							Phase III, 3/11	1,000.00
													WARRANT TOTAL	\$2,000.00
02925555	070308/	CDW-G												
		PO-110302	1.	01		8150-0-4300.00-0000-8100-735-000-000							WLP1737	91.74
													WARRANT TOTAL	\$91.74
02925556	001807/	EMPLOYMENT DEVELOPMENT DEPT.												
		PV-110501		01		0000-0-3501.00-1110-1010-725-000-000							LEC 10-12/10	448.04
													WARRANT TOTAL	\$448.04
02925557	070263/	FEDEX												
		PV-110491		01		0000-0-5960.00-0000-7200-725-000-000							7-401-06365	65.62

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0047 GENERAL FUND

: 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
WARRANT TOTAL						\$65.62
02925558	002854/	FOLLETT LIBRARY RESOURCES				
		PV-110490	01-1100-0-4300.00-1110-1010-101-000-000	885841F-5		84.76
		PV-110496	01-1100-0-4300.00-1110-1010-101-000-000	316933F-2		50.55
WARRANT TOTAL						\$135.31
02925559	070581/	FSG INC.				
		PO-110307	1. 01-9478-0-5840.00-0000-7110-700-000-000	021111SAU0101		74,052.00
WARRANT TOTAL						\$74,052.00
02925560	000701/	HYDREX PEST CONTROL				
		PO-110014	1. 01-0000-0-5525.00-0000-8200-000-000-000	2/11 - 3 sites		340.00
WARRANT TOTAL						\$340.00
02925561	001235/	JOANNE'S PRINT SHOP				
		PO-110295	1. 01-0000-0-5841.00-0000-2700-700-000-000	Referral forms		322.97
WARRANT TOTAL						\$322.97
02925562	002880/	CRAIG LUBEY				
		PV-110506	01-3200-0-5840.00-0000-7705-700-000-000	1102		3,105.00
WARRANT TOTAL						\$3,105.00
02925563	000117/	MARIN SCHOOLS JPA/VISION				
		PV-110499	01-0000-0-9520.00-0000-0000-000-000-000	3/11		422.72
WARRANT TOTAL						\$422.72
02925564	000899/	MICHAEL'S TRANSPORTATION SERV				
		PV-110507	01-0000-0-5840.00-0000-3600-700-000-000	64136, 64225		1,250.00
WARRANT TOTAL						\$1,250.00
02925565	001927/	MILL VALLEY SERVICES				
		PO-110304	1. 01-0000-0-4365.00-1110-1010-101-000-000	72213		217.95
		PO-110305	1. 01-9479-0-4300.00-1110-3910-101-000-000	72212		43.43
		PV-110494	01-9479-0-4300.00-1110-3910-101-000-000	72172		13.61
WARRANT TOTAL						\$274.99

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0047 GENERAL FUND
: 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
02925566	070107/	VIDA MOATTAR													
		PV-110502				01-7090-0-4300.00-1110-1010-101-000-000								ESL Teaching Materials	33.00
						WARRANT TOTAL									\$33.00
02925567	000015/	MSIA DENTAL													
		PV-110498				01-0000-0-9520.00-0000-0000-000-000-000								3/11	3,469.39
						WARRANT TOTAL									\$3,469.39
02925568	000058/	P G & E CO													
		PO-110001	1.			01-0000-0-5510.00-0000-8200-000-000-000								Due 3/7/11	29.52
			1.			01-0000-0-5510.00-0000-8200-000-000-000								Due 3/7/11	20.25
						WARRANT TOTAL									\$49.77
02925569	001206/	SHELL OIL CO.													
		PV-110492				01-0000-0-4301.00-0000-8110-700-000-000								Due 3/14/11	63.22
						WARRANT TOTAL									\$63.22
02925570	001981/	SHIRLEY THORNTON													
		PV-110497				01-0000-0-5210.00-0000-7110-725-000-000								Reimb. CAAASA meeting	372.92
						WARRANT TOTAL									\$372.92
02925571	002172/	WILLOW CREEK ACADEMY													
		PV-110503				01-9471-0-7299.00-0000-9200-103-000-000								Milagro Grant	10,000.00
						WARRANT TOTAL									\$10,000.00
*** FUND	TOTALS ***					TOTAL NUMBER OF WARRANTS:	23						TOTAL AMOUNT OF WARRANTS:		\$104,518.87*

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0047 GENERAL FUND
: 13 CAFETERIA FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT	
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION			
02925572	070213/	PREFERRED MEAL SYSTEMS					
	PV-110504		13-5310-0-5840.00-0000-3700-100-000-000	10500009		1,560.49	
			13-5310-0-5840.00-0000-3700-101-000-000	10500010		688.52	
			13-5310-0-5840.00-0000-3700-700-000-000	10500009		295.99	
			WARRANT TOTAL			\$2,545.00	
*** FUND	TOTALS ***		TOTAL NUMBER OF WARRANTS: 1	TOTAL AMOUNT OF WARRANTS:		\$2,545.00*	

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0047 GENERAL FUND

: 40 SPECIAL RESERVE~CAP OUTLAY #1

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
02925573	070582/	FAST BLUE REPROGRAPHICS												
		PV-110508	40-0000-0-5841.00-0000-8500-103-000-103										2887	243.29
			WARRANT TOTAL											\$243.29
02925574	070518/	MCGUIRE & HESTER												
		PO-110258	1. 40-0000-0-6240.00-0000-8500-100-000-103										3149/8	5,310.00
		PV-110495	40-0000-0-6240.00-0000-8500-100-000-103										3149/8	30,893.08
			WARRANT TOTAL											\$36,203.08
*** FUND	TOTALS ***		TOTAL NUMBER OF WARRANTS:	2									TOTAL AMOUNT OF WARRANTS:	\$36,446.37*
*** BATCH	TOTALS ***		TOTAL NUMBER OF WARRANTS:	26									TOTAL AMOUNT OF WARRANTS:	\$143,510.24*
*** DISTRICT	TOTALS ***		TOTAL NUMBER OF WARRANTS:	26									TOTAL AMOUNT OF WARRANTS:	\$143,510.24*
***** END OF REPORT *****														



MARIN COUNTY OFFICE OF EDUCATION

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MARY JANE BURKE
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SUPERINTENDENT OF SCHOOLS

(415) 472-4110
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VENDOR PAYMENT CERTIFICATION

Date 3/3/11

District Name SAUSALITO MARIN CITY District No. 47

The Governing Board of the District named hereon hereby authorizes and directs payment of vendor payments in the total of \$ 98,115.43.

FUND NUMBER

BATCH NUMBER

AMOUNT

01

48

98,115.43

Authorized Signature

Mary Jane Burke

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0048 GENERAL FUND
: 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
02925892	002896/	ARMOR LOCKSMITH				
		PV-110517	01-8150-0-4300.00-0000-8100-735-000-000	9981		119.09
			WARRANT TOTAL			\$119.09
02925893	070329/	AT&T CALNET 2				
		PO-110278	1. 01-0000-0-5970.00-0000-2700-700-000-000	2/11		14.32
			WARRANT TOTAL			\$14.32
02925894	070420/	MARIKA BERGSUND				
		PO-110164	1. 01-9471-0-5800.00-1110-1010-700-000-000	12/10, 1-2/11		10,500.00
		PV-110520	01-0000-0-4300.00-0000-7110-725-000-000	Parent Meeting Dinner		122.21
		PV-110521	01-9471-0-4300.00-1110-1010-700-000-000	Garden Expenses		2,142.29
			WARRANT TOTAL			\$12,764.50
02925895	000398/	MARGARET BONARDI				
		PV-110511	01-9479-0-4300.00-1110-1010-101-000-000	Extended Day Snacks		34.00
			WARRANT TOTAL			\$34.00
02925896	070511/	ASCHA DRAKE				
		PO-110078	1. 01-9476-0-5849.00-1451-2150-700-000-000	2/11		3,333.00
			WARRANT TOTAL			\$3,333.00
02925897	000023/	GOODMAN BUILDING SUPPLY CO.				
		PO-110094	1. 01-8150-0-4300.00-0000-8100-735-000-000	Due 3/11/11		83.80
			WARRANT TOTAL			\$83.80
02925898	001611/	HEALTH NET				
		PV-110515	01-0000-0-9521.00-0000-0000-000-000-000	3/11		675.85
			WARRANT TOTAL			\$675.85
02925899	001704/	HOME DEPOT				
		PV-110512	01-8150-0-4300.00-0000-8100-735-000-000	Water Heater		299.87
			WARRANT TOTAL			\$299.87
02925900	070076/	IDEATION GROUP				
		PO-110125	1. 01-0240-0-5840.00-0000-2130-700-000-000	2/11		5,752.50

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0048 GENERAL FUND
: 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
WARRANT TOTAL						\$5,752.50
02925901	000039/	KAISER FOUNDATION				
		PV-110514	01-0000-0-3402.00-0000-7110-725-000-000	16734-0001		1,001.08
			01-0000-0-9520.00-0000-0000-000-000-000	16734-0001		7,965.68
			01-0000-0-9520.00-0000-0000-000-000-000	578-0002		7,345.78
			01-0000-0-9521.00-0000-0000-000-000-000	578-7000		493.11
			01-0000-0-9521.00-0000-0000-000-000-000	16734-7000		1,977.14
		WARRANT TOTAL				\$18,782.79
02925902	070423/	DARIO MARTINEZ				
		PV-110509	01-0000-0-5230.00-0000-8110-735-000-000	Feb. 11 Mileage		17.34
		WARRANT TOTAL				\$17.34
02925903	070447/	MAXIM HEALTHCARE SERVICES				
		PO-110173	1. 01-0000-0-5840.00-0000-3140-100-000-000	8416090-A84		787.50
			1. 01-0000-0-5840.00-0000-3140-100-000-000	8436448-A84		750.00
		PO-110282	1. 01-6500-0-5835.00-5770-1182-700-000-000	8416090-A84		2,438.00
			1. 01-6500-0-5835.00-5770-1182-700-000-000	8436448-A84		1,113.00
		WARRANT TOTAL				\$5,088.50
02925904	001927/	MILL VALLEY SERVICES				
		PO-110309	1. 01-0000-0-4300.00-0000-7200-725-000-000	72298		156.89
		WARRANT TOTAL				\$156.89
02925905	070107/	VIDA MOATTAR				
		PV-110510	01-0000-0-5230.00-0000-7300-725-000-000	Mileage 2/11		22.44
		WARRANT TOTAL				\$22.44
02925906	000058/	P G & E CO				
		PO-110001	1. 01-0000-0-5510.00-0000-8200-000-000-000	Due 3/7/11		221.74
			1. 01-0000-0-5510.00-0000-8200-000-000-000	Due 3/7/11		722.61
			1. 01-0000-0-5510.00-0000-8200-000-000-000	Due 3/7/11		698.35

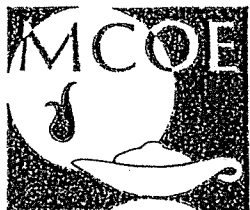
DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0048 GENERAL FUND
: 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
					1.	01	0000	0	5510.00	0000	8200	000	000	000				Due 3/7/11	15.29
					1.	01	0000	0	5510.00	0000	8200	000	000	000				Due 3/7/11	224.99
					1.	01	0000	0	5510.00	0000	8200	000	000	000				Due 3/7/11	2,507.51
					1.	01	0000	0	5510.00	0000	8200	000	000	000				Due 3/7/11	711.47
					1.	01	0000	0	5510.00	0000	8200	000	000	000				Due 3/7/11	26.91
					1.	01	0000	0	5510.00	0000	8200	000	000	000				Due 3/7/11	1,704.91
					1.	01	0000	0	5510.00	0000	8200	000	000	000				Due 3/7/11	664.18
																		WARRANT TOTAL	\$7,497.96
02925907	070523/	PERRY & ASSOCIATES INC.																	
		PO-110113			1.	01	9479	0	5840.00	0000	2100	101	000	000				2/11	3,400.00
																		WARRANT TOTAL	\$3,400.00
02925908	070222/	PROTECTION ONE																	
		PO-110015			2.	01	0000	0	5840.00	0000	8300	100	000	000				3/11	62.52
					3.	01	0000	0	5840.00	0000	8300	101	000	000				3/11	572.08
																		WARRANT TOTAL	\$634.60
02925909	070190/	SANTA CRUZ SAUSALITO REHAB																	
		PO-110013			1.	01	6500	0	5800.00	5770	1190	700	000	000				2/11	4,939.00
																		WARRANT TOTAL	\$4,939.00
02925910	070564/	SCHOOL GRANT SERVICES LLC																	
		PV-110519				01	0000	0	5840.00	0000	7200	725	000	000				1-2/11 Services	380.00
																		WARRANT TOTAL	\$380.00
02925911	070406/	SILYCO																	
		PO-110024			1.	01	0000	0	5837.00	0000	2420	700	000	000				FEB2011	3,600.00
																		WARRANT TOTAL	\$3,600.00
02925912	070200/	STANDARD INSURANCE COMPANY CB																	
		PV-110513				01	0000	0	9520.00	0000	0000	000	000	000				3/11	277.05
																		WARRANT TOTAL	\$277.05

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0048 GENERAL FUND
: 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
02925913	002834/	TIMELY TRANSPORTATION												
		PO-110019	1.	01-7230-0-5840.00-1110-3600-700-000-000		March 11 Mid								1,849.00
		WARRANT TOTAL												
														\$1,849.00
02925914	070080/	WATER COMPONENTS & BUILDING												
		PO-110279	1.	01-8150-0-4300.00-0000-8100-735-000-000		30268961								235.43
		WARRANT TOTAL												
														\$235.43
02925915	002172/	WILLOW CREEK ACADEMY												
		PV-110518		01-9476-0-5240.00-1110-1010-103-000-000		Feb. Arts Meetings								157.50
		WARRANT TOTAL												
														\$157.50
02925916	001244/	YOUTH IN ARTS												
		PO-110099	1.	01-9476-0-5840.00-1110-1010-700-000-000		Second installment								28,000.00
		WARRANT TOTAL												
														\$28,000.00
*** FUND		TOTALS ***	TOTAL NUMBER OF WARRANTS:		25	TOTAL AMOUNT OF WARRANTS:							\$98,115.43*	
*** BATCH TOTALS ***			TOTAL NUMBER OF WARRANTS:		25	TOTAL AMOUNT OF WARRANTS:							\$98,115.43*	
*** DISTRICT TOTALS ***			TOTAL NUMBER OF WARRANTS:		25	TOTAL AMOUNT OF WARRANTS:							\$98,115.43*	

* END OF REPORT *****



MARIN COUNTY

OFFICE OF EDUCATION

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

MARY JANE BURKE
MARIN COUNTY
SUPERINTENDENT OF SCHOOLS

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

VENDOR PAYMENT CERTIFICATION

Date 03/02/2011

District Name SAUSALITO MARIN CITY

District No. 47

The Governing Board of the District named hereon hereby authorizes and directs payment of vendor payments in the total of \$ 13,918.80.

FUND NUMBER

BATCH NUMBER

AMOUNT

40

49

13,918.80

Authorized Signature

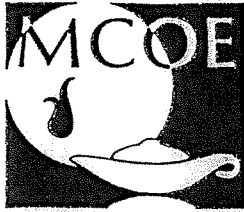
Mary Jane Burke

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0049 FUND 40 JVL DESIGN

FI : 40 SPECIAL RESERVE~CAP OUTLAY #1

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
02926258	070434/	JVL DESIGNS												
		PV-110523					40-0000-0-6170.00-0000-8500-000-000-103						SLOPE AND STAIRS WCA	13,918.80
													WARRANT TOTAL	\$13,918.80
*** FUND	TOTALS ***						TOTAL NUMBER OF WARRANTS:	1					TOTAL AMOUNT OF WARRANTS:	\$13,918.80*
*** BATCH	TOTALS ***						TOTAL NUMBER OF WARRANTS:	1					TOTAL AMOUNT OF WARRANTS:	\$13,918.80*
*** DISTRICT	TOTALS ***						TOTAL NUMBER OF WARRANTS:	1					TOTAL AMOUNT OF WARRANTS:	\$13,918.80*
***** END OF REPORT *****														



MARIN COUNTY OFFICE OF EDUCATION

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MARY JANE BURKE
MARIN COUNTY
SUPERINTENDENT OF SCHOOLS

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

VENDOR PAYMENT CERTIFICATION

Date 3/9/11

District Name SAUSALITO MARIN CITY

District No. 47

The Governing Board of the District named hereon hereby authorizes and directs payment of vendor payments in the total of \$ 59,708.84.

FUND NUMBER

BATCH NUMBER

AMOUNT

01

50

53,648.69

13

50

2,920.35

40

50

3,139.80

Authorized Signature

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0050 GENERAL FUND
FUND: 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
02926752	001196/	BARBARA ALMQUIST													
		PO-110167	1.	01		6500-0-5835.00-5770-1182-700-000-000							2/11		170.00
						WARRANT TOTAL									\$170.00
02926753	000609/	AMERICAN EXPRESS													
		PV-110524		01		0000-0-4300.00-0000-7110-725-000-000							Foodniks		216.75
				01		0000-0-4300.00-0000-7110-725-000-000							Louie's		16.50
				01		0000-0-4300.00-0000-7150-725-000-000							Safeway		50.97
				01		0000-0-4300.00-0000-7200-725-000-000							Mollie Stone		96.73
				01		0000-0-5210.00-0000-7150-725-000-000							CSHA		200.00
				01		0000-0-5210.00-0000-7150-725-000-000							Symposium - Monterey 1/11		703.12
				01		0000-0-5210.00-0000-7150-725-000-000							Student Gala - Bradley		250.00
				01		9472-0-4300.00-0000-2700-100-000-000							Bayside Pizza		127.67
						WARRANT TOTAL									\$1,661.74
02926754	002550/	ASSOCIATED VALUATION SERVICES													
		PO-110021	1.	01		0000-0-5849.00-0000-7200-000-000-000							3426		227.91
						WARRANT TOTAL									\$227.91
02926755	070358/	AT&T													
		PO-110008	1.	01		0000-0-5970.00-0000-2700-700-000-000							332 3190		35.68
			1.	01		0000-0-5970.00-0000-2700-700-000-000							332 7803		49.71
			1.	01		0000-0-5970.00-0000-2700-700-000-000							2890831		30.41
			1.	01		0000-0-5970.00-0000-2700-700-000-000							289 0609		30.41
						WARRANT TOTAL									\$146.21
02926756	070329/	AT&T CALNET 2													
		PO-110278	1.	01		0000-0-5970.00-0000-2700-700-000-000							3/11		29.46
			1.	01		0000-0-5970.00-0000-2700-700-000-000							3/11		14.01
			1.	01		0000-0-5970.00-0000-2700-700-000-000							3/11		13.07

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0050 GENERAL FUND
FUND: 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE										ABA NUM	ACCOUNT NUM	
	REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
			1.	01	0000	0	5970	00	0000	2700	700	000	000	3/11	13.08
			1.	01	0000	0	5970	00	0000	2700	700	000	000	3/11	176.72
			1.	01	0000	0	5970	00	0000	2700	700	000	000	3/11	142.32
			1.	01	0000	0	5970	00	0000	2700	700	000	000	3/11	82.18
			1.	01	0000	0	5970	00	0000	2700	700	000	000	3/11	13.07
			WARRANT TOTAL												\$483.91
02926757	070513/	BOYS AND GIRLS CLUB													
		PO-110064	1.	01	6010	0	5840	00	1110	1010	700	000	000	2/11	13,900.00
			WARRANT TOTAL												\$13,900.00
02926758	070308/	CDW-G													
		PO-110302	1.	01	8150	0	4300	00	0000	8100	735	000	000	WNB6066, WPS5161	301.62
			WARRANT TOTAL												\$301.62
02926759	002362/	EDUCATIONAL & PSYCHOLOGICAL													
		PO-110012	1.	01	6500	0	5800	00	5001	2110	700	000	000	3/11	3,936.66
		PV-110525		01	0240	0	5840	00	0000	3910	101	000	000	3/11	2,000.00
			WARRANT TOTAL												\$5,936.66
02926760	002270/	FISHMAN SUPPLY CO.													
		PO-110273	1.	01	0000	0	4300	00	0000	8211	735	000	000	829074	1,144.18
			WARRANT TOTAL												\$1,144.18
02926761	000007/	HERTZ													
		PV-110527		01	8150	0	5600	00	0000	8110	735	000	000	25488491-001	139.43
			WARRANT TOTAL												\$139.43
02926762	070132/	HSBC BUSINESS SOLUTIONS													
		PV-110528		01	0000	0	4300	00	0000	7200	725	000	000	DO Supplies	41.97
			WARRANT TOTAL												\$41.97
02926763	070454/	LIEBERT CASSIDY WHITMORE													
		PO-110262	1.	01	0000	0	5829	00	0000	7100	000	000	000	127526	7,001.13

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0050 GENERAL FUND
FUND: 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION	AMOUNT	
			1. 01-0000-0-5829.00-0000-7100-000-000-000	127527		2,100.00
			1. 01-0000-0-5829.00-0000-7100-000-000-000	127528		4,128.00
			1. 01-0000-0-5829.00-0000-7100-000-000-000	127529		1,176.00
			1. 01-0000-0-5829.00-0000-7100-000-000-000	127530		2,928.00
			1. 01-0000-0-5829.00-0000-7100-000-000-000	127531		2,365.00
			WARRANT TOTAL			\$19,698.13
02926764	000045/	MARIN COUNTY OFFICE OF EDUC				
		PO-110166	1. 01-0000-0-5840.00-0000-7705-000-000-450	110673		761.71
			WARRANT TOTAL			\$761.71
02926765	070470/	MARIN RESOURCE RECOVERY CENTER				
		PV-110536	01-8150-0-5600.00-0000-8110-735-000-000	2/11		95.00
			WARRANT TOTAL			\$95.00
02926766	070326/	MARIN SANITARY SERVICE				
		PO-110092	1. 01-0000-0-5550.00-0000-8200-000-000-000	26251		84.00
			WARRANT TOTAL			\$84.00
02926767	000899/	MICHAEL'S TRANSPORTATION SERV				
		PV-110532	01-0000-0-5840.00-0000-3600-700-000-000	64141		2,675.00
			WARRANT TOTAL			\$2,675.00
02926768	070587/	MILI				
		PV-110533	01-9479-0-5840.00-1110-1010-101-000-000	1101		1,530.00
			WARRANT TOTAL			\$1,530.00
02926769	001248/	NELSON STAFFING SOLUTIONS				
		PV-110541	01-0000-0-5845.00-0000-2700-700-000-000	5244987		1,069.69
			WARRANT TOTAL			\$1,069.69
02926770	070525/	OFFICE EQUIPMENT FINANCE				
		PV-110535	01-0000-0-5605.00-1110-1010-100-000-000	172025264		744.47
			WARRANT TOTAL			\$744.47

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0050 GENERAL FUND
FUND: 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM DESCRIPTION	ACCOUNT NUM	AMOUNT
02926771	070411/	PERFECT TIMING				
		PV-110542	01-0000-0-5845.00-0000-7150-725-000-000	27200		754.60
			WARRANT TOTAL			\$754.60
02926772	070264/	DONNA RICHARDSON				
		PV-110529	01-3010-0-5230.00-1110-1010-700-000-000	2/11		252.45
			WARRANT TOTAL			\$252.45
02926773	002545/	SONITROL				
		PO-110088	1. 01-0000-0-5840.00-0000-8300-101-000-000	1183587		619.00
		PV-110526	01-0000-0-5840.00-0000-8300-101-000-000	1183587		578.00
			WARRANT TOTAL			\$1,197.00
02926774	070586/	SANDIE SPOERING				
		PV-110534	01-9479-0-4300.00-1110-1010-101-000-000	Rewards		65.00
			WARRANT TOTAL			\$65.00
02926775	070053/	LYNDA STOREK				
		PV-110537	01-9479-0-4300.00-1110-1010-101-000-000	Extended Day Snack		34.85
			WARRANT TOTAL			\$34.85
02926776	070367/	TIME CLOCK INC.				
		PO-110035	1. 01-0000-0-5849.00-0000-7200-000-000-000	PA48368.1		148.16
			WARRANT TOTAL			\$148.16
02926777	070494/	BROOKE TOCZYLOWSKI				
		PV-110539	01-9476-0-5240.00-1110-1010-700-000-000	Arts Meetings 2/11		175.00
			WARRANT TOTAL			\$175.00
02926778	070555/	KEITH WILLIAMS				
		PV-110538	01-9476-0-5240.00-1110-1010-700-000-000	Arts Meetings 2/11		210.00
			WARRANT TOTAL			\$210.00
*** FUND	TOTALS ***		TOTAL NUMBER OF WARRANTS: 27	TOTAL AMOUNT OF WARRANTS:		\$53,648.69*

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0050 GENERAL FUND

FUND: 13 CAFETERIA FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
02926779	000609/	AMERICAN EXPRESS				
		PV-110524	13-5310-0-4300.00-0000-3700-700-000-000		Field trip lunches	18.42
			WARRANT TOTAL			\$18.42
02926780	070585/	STATE OF CALIFORNIA				
		PV-110531	13-5310-0-4300.00-0000-3700-700-000-000		D3591	26.25
			WARRANT TOTAL			\$26.25
02926781	000105/	CLOVER-STORNETTA FARMS				
		PV-110544	13-5310-0-5849.00-0000-3700-700-000-000		Bayside	379.95
			13-5310-0-5849.00-0000-3700-700-000-000		MLK	121.35
			WARRANT TOTAL			\$501.30
02926782	070213/	PREFERRED MEAL SYSTEMS				
		CM-110008	13-5310-0-5849.00-0000-3700-700-000-000		10511205	38.53-
		PV-110543	13-5310-0-5840.00-0000-3700-100-000-000		10507595	1,546.90
			13-5310-0-5840.00-0000-3700-101-000-000		10507596	634.25
			13-5310-0-5840.00-0000-3700-700-000-000		10507595	231.76
			WARRANT TOTAL			\$2,374.38
*** FUND	TOTALS ***		TOTAL NUMBER OF WARRANTS: 4		TOTAL AMOUNT OF WARRANTS:	\$2,920.35*

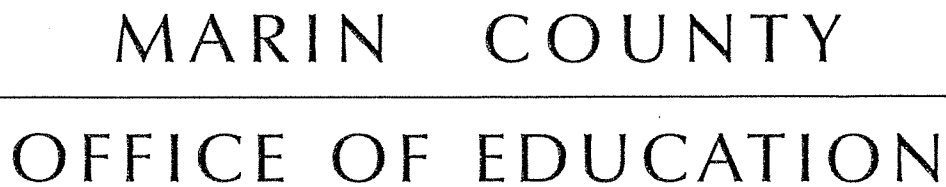
DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0050 GENERAL FUND

FUND : 40 SPECIAL RESERVE-CAP OUTLAY #1

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
	REQ#	REFERENCE LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP		DESCRIPTION	
02926783	070519/	C+A ARCHITECTS				
		PV-110530	40-0000-0-6210.00-0000-8500-103-000-103		21004.4	2,493.55
			WARRANT TOTAL			\$2,493.55
02926784	070570/	SECURITY CONTRACTOR SERVICES				
		PV-110540	40-0000-0-5840.00-0000-8500-100-000-103		189542	646.25
			WARRANT TOTAL			\$646.25
*** FUND	TOTALS ***		TOTAL NUMBER OF WARRANTS: 2		TOTAL AMOUNT OF WARRANTS:	\$3,139.80*
*** BATCH	TOTALS ***		TOTAL NUMBER OF WARRANTS: 33		TOTAL AMOUNT OF WARRANTS:	\$59,708.84*
*** DISTRICT	TOTALS ***		TOTAL NUMBER OF WARRANTS: 33		TOTAL AMOUNT OF WARRANTS:	\$59,708.84*

***** END OF REPORT *****



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

VENDOR PAYMENT CERTIFICATION

Date 3/11/11

District Name SAUSALITO MARIN CITY District No. 47

The Governing Board of the District named hereon hereby authorizes and directs payment of vendor payments in the total of \$ 7480.00.

AMOUNT

40

51

7480.2

Authorized Signature

Myra B. Lane

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0051 FUND 40

FUND : 40 SPECIAL RESERVE~CAP OUTLAY #1

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
02927067	001221/	DIV. OF STATE ARCHITECT												
		PV-110545												
													Fee for WCA Portables	7,480.00
													WARRANT TOTAL	\$7,480.00
*** FUND	TOTALS ***												TOTAL AMOUNT OF WARRANTS:	\$7,480.00*
*** BATCH TOTALS ***													TOTAL AMOUNT OF WARRANTS:	\$7,480.00*
*** DISTRICT TOTALS ***													TOTAL AMOUNT OF WARRANTS:	\$7,480.00*

***** END OF REPORT *****

**RESOLUTION #633 OF THE BOARD OF TRUSTEES
SAUSALITO MARIN CITY SCHOOL DISTRICT**

WHEREAS, Governor Brown's 2011-12 budget proposal is a balanced approach between revenues and new cuts to solving the deficit and provides for an extension of temporary revenues to support programs our students need and deserve; and

WHEREAS, over the last several years, K-12 education funding has taken a disproportionate amount of budget cuts; and

WHEREAS, state and local funding for schools has been cut by more than \$18 billion, or about \$1,900 per student in the last three years; and

WHEREAS, Sausalito Marin City School District has cut \$437,578 from its budget over the past three years as a result of ongoing statewide cuts to education funding; and

WHEREAS, the loss of \$7 billion in one-time federal funding further reduces school budgets; and

WHEREAS, to begin to reverse this downward spiral, Californians must retain the revenues that enable us to invest in our schools and students; and

WHEREAS, the governor's budget proposal to limit further cuts to schools in 2011-12 is dependent on voter approval of an extension of existing temporary tax increases; and

WHEREAS, a ballot measure to extend temporary revenues will help prevent further cuts to schools, and without this extension the LAO reports that funding for schools would fall by at least \$2 billion, or more than \$335 per student; and

WHEREAS, Sausalito Marin City School District expects our local legislators to work with the governor to protect schools from further cuts and to ensure the continued investment our students deserve; and

WHEREAS, Sausalito Marin City School District opposes a cuts-only budget and supports a budget that is balanced with a combination of cuts and revenue extensions;

NOW, THEREFORE, BE IT RESOLVED that the Sausalito Marin City School District supports placing a measure on the June 2011 ballot calling for a *five-year revenue extension to protect our schools and students by making education a priority in our state.*

PASSED AND ADOPTED on March 24, 2011 by the following vote:

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

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

Board Clerk

**RESOLUTION #634 OF THE BOARD OF TRUSTEES
SAUSALITO MARIN CITY SCHOOL DISTRICT**

WHEREAS, Senate Constitutional Amendment 5 (Simitian), which reduces the two-thirds vote requirement on parcel taxes, will be acted on by the California State Legislature; and

WHEREAS, reductions in the state General Fund revenue have led to reduced school funding; and

WHEREAS, state General Fund revenue is unstable and erratic, which results in unpredictable funding levels for school districts and county offices of education; and

WHEREAS, parcel tax revenue can provide a stable, predictable source of school revenue; and

WHEREAS, passage of SCA 5 will empower local voters to invest in their schools based on the needs of their communities by requiring a tough, but fair 55 percent vote to pass local parcel taxes, while protecting taxpayers and homeowners with accountability provisions that will ensure that funds generated from parcel taxes are not wasted or mismanaged; and

WHEREAS, revenue from parcel taxes can be spent according to local priorities and are not subject to state control; and

WHEREAS, the two-thirds vote requirements results in minority rule by requiring two "yes" votes to cancel out one "no" vote; and

WHEREAS, passage of SCA 5 will allow local voters to decide to make investments in their neighborhood schools in addition to state funding; and

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Sausalito Marin City School District strongly urges the California State Legislature to support and adopt SCA 5.

PASSED AND ADOPTED on March 24, 2011 by the following vote:

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

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

Board Clerk

MEETING DATE March 24, 2011 MEETING TYPE Regular

SIGNED DOCUMENTS
AND
DOCUMENTS DISTRIBUTED
AT THE MEETING

Report Out: D Bradley

Bd accepted the Mediated
Tentative Agreement Settling
Contract Negotiations Between
the Sausalito Marin City School
District and the Sausalito
District Teachers Association

Motion MT
2nd TN

Aye 4
No 0
absent 1

~~Mr. Thompson~~
Dr. Thompson
absent.

April 23 Dancing with Your Star Family Dance Class; Parent Center; 10:00 to 11:00 am (Saturday)

April 30 Dancing with Your Star Family Dance Class; Parent Center; 10:00 to 11:00 am (Saturday)

May 7 Dancing with Your Star Family Dance Class; Parent Center; 10:00 to 11:00 am (Saturday)

May 14 Dancing with Your Star Family Dance Class; Parent Center; 10:00 to 11:00 am (Saturday)

May 18 Bayside Open House, approximate start time 6:00 pm

May 21 Dancing with Your Star Family Dance Class; Parent Center; 10:00 to 11:00 am (Saturday)

May 25 MLK Open House, approximate start time 6:00 pm; WCA Open House, 6:30 pm

May 26 Golden Bell Education Evening

May 30 Memorial Day - No School - All Schools

ADJOURNMENT

Americans with Disabilities: The Sausalito Marin City School 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.

Report Out - Alison Winfield
The Board has accepted the Mediated Tentative Agreement with the Sausalito Marin Teachers Association. The vote was 4 ayes and 1 absent.

Marin City School Readiness Program - Update Overview

The Marin City School Readiness Program:

The Marin City School Readiness Project began 6 years ago, facilitated by ISOJI, the Community Service District, and the Sausalito Marin City School District. Our funding comes from First 5 Marin Children and Families Commission (Proposition 10, Tobacco Tax monies) at this time.

The planning process began with interviewing parents, asking them to describe their needs, concerns, and wish list for their children and themselves. Programs were based on those interviews and other surveys. Over the years we have tightened programs and alleviated those that do not work for the children and parents.

The Marin City School Readiness Project is **parent driven**. We have an advisory board that is made up mostly of parents and a few community advisors. One of our goals is to increase parents' knowledge of the school culture, support children's ability to enter school ready to learn, and to support the school's efforts to work collaboratively with the families and community. We support the parents' ability to advocate for their children and to work within the school setting to support their child's academic progress, development, and social interaction.

In the past four years of the Marin City School Readiness Program we have worked with over 150 families in our target population community. Extensive community outreach and engagement, referrals and requests have identified the service needs. Our target is children 0 to 5 and their families. Many of these families, through our support and services have become self-sufficient, and better able to advocate for their family's needs which include academic, social, and financial support. Many of our parents have continued, or are seeking higher education. Our parent surveys from Summer Bridge show that parents are more comfortable working with school personnel, and advocating for their children's educational needs. Academic needs are identified earlier. Parents are utilizing more comprehensive skills when advocating for their children.

Through our workshops parents are learning how to cook nutritionally, use positive parenting skills to discipline their children, and support their child's daily learning experiences so that they are ready for school. Parents are able to advocate for themselves in their work place, in obtaining needed resources, and in utilizing newly acquired social skills to build rapport with their community and outside interest.

Our Project Coordinator La Donna Bonner has a Master's degree in Education and has several years' experience substituting for the Sausalito Marin City School District. She has been trained nationally as a Parent Representative for Starting Early, Starting Smart, and a national association working to support organizations working with low income families. She trained staff personnel. Our Parent Advocate La Tanya Wiggins is a licensed day care provider and community leader currently on the Community Service District board. She is known in the community and does outreach to families as well as facilitates several programs including our In Home Parent Workshop that we provide several times during the year.

MARIN CITY/SAUSALITO**PRE/POST COMPARISON OF SUMMER BRIDGE PARTICIPANT SKILL CHANGE**

A little over one-half of Marin City/Sausalito participants attended preschool in the last 12 months (57%), and most of the participants with prior preschool report attending a Head Start program for 1-20 hours per week. At the beginning of Summer Bridge, participants were, on average, observed to be doing most of the assessed skills some of the time. Pre-program mean scores ranged from 2.29 (able to cut with scissors) and 3.30 (respects classroom environment and materials to 2.58 (gross motor skills). By the end of the program, mean scores reflect that, on average, participants were demonstrating these skills most of the time, with mean scores ranging from 2.95 (able to cut with scissors) to 3.19 (gross motor skills). The largest overall growth occurred in participants' use of tools for writing (0.76 increase) as well as their following classroom routines (0.73 increase).

Figure A1MC. Marin City Pre/Post Comparison of Social Development

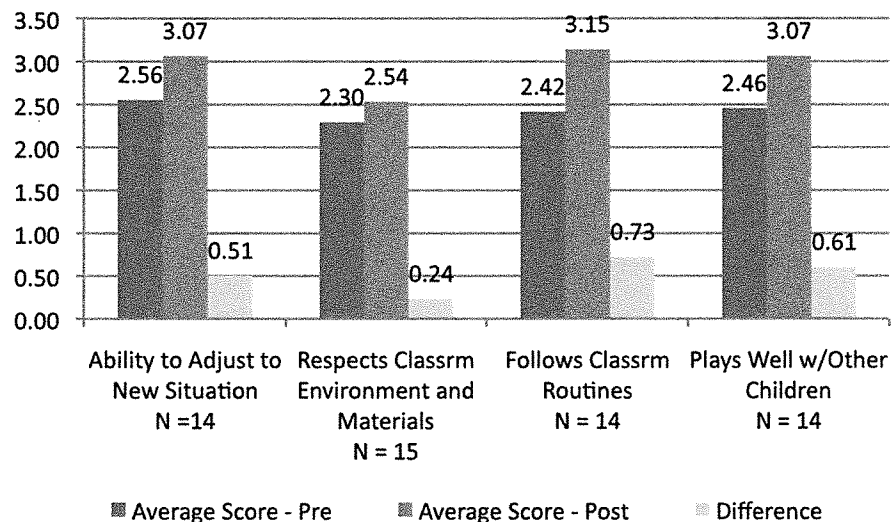
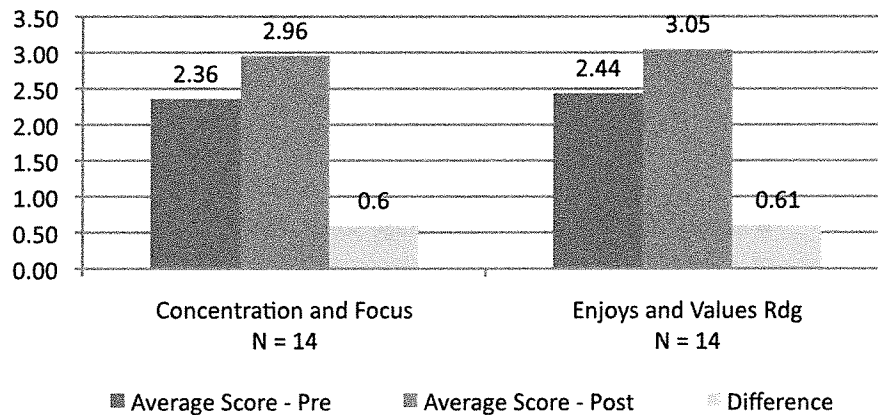


Figure A2MC. Marin City Pre/Post Comparison of Cognitive Development



MARIN CITY/SAUSALITO N = 14 FAMILY SURVEY FINDINGS

Families were extremely positive in their assessment of the Marin City/Sausalito Summer Bridge program, indicating they were either very satisfied (92%) or satisfied (8%) with the program. Responding family members were also positive in their assessment of the program's impact on their child's readiness for school and ability to get along with other children (both rated 3.79 on a 4-point scale). They also indicated their own preparedness to participate in their child's classroom (3.92). Respondents were most positive in their assessment of the program's impact on their understanding of supporting their child in and making healthy choices and how to integrate literacy into their daily routine (2.93 on a 3-point scale) as well as involving their family in the natural work (2.86). Since participating in Summer Bridge, families report, on average, that they are doing several different supportive activities a lot more often, including playing games or doing puzzles together (2.85 on a 3-point scale).

Figure BMC1. Marin City/Sausalito Parent Satisfaction Findings

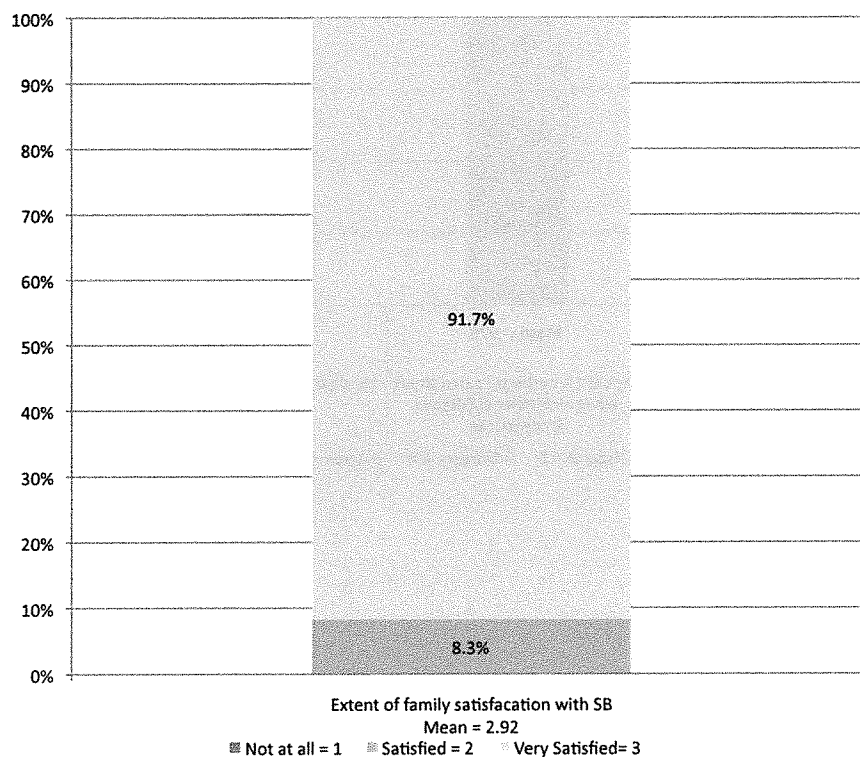


Figure B3MC. Marin City/Sausalito Frequency of Supportive Activities Following Summer Bridge

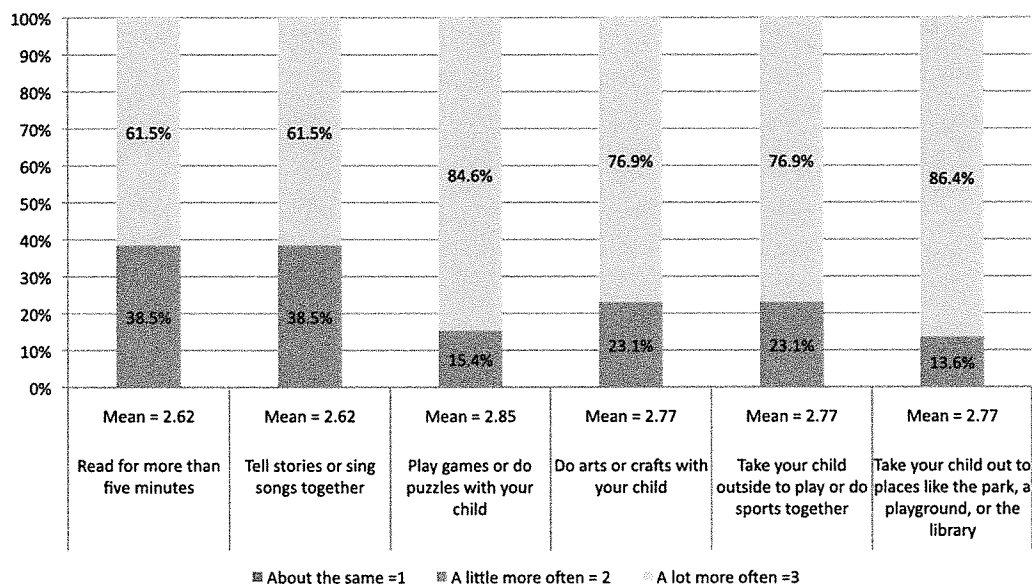
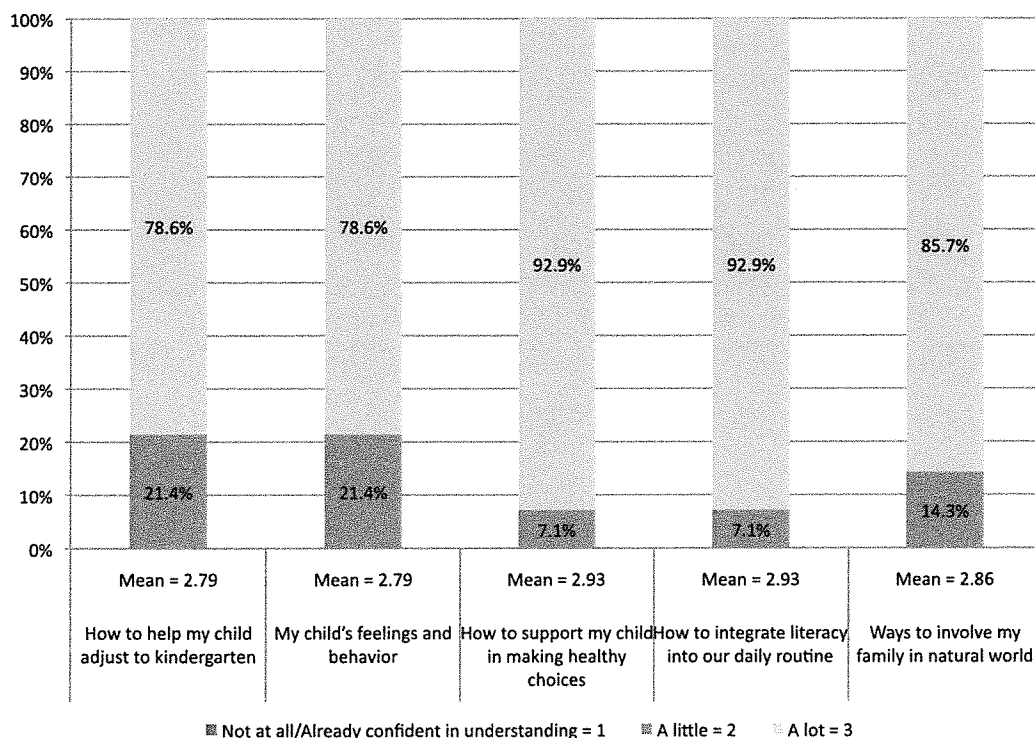


Figure B4MC. Marin City/Sausalito Family Workshops Contributions





Summer Bridge Key Findings Report Summer 2010

Submitted:
January 18, 2011

Prepared for:
Amy Reisch, Executive Director
First 5 Marin Children and Families Commission
1101 5th Ave., Suite 215
San Rafael, CA 94901



jdcPartnerships
integrating information for impact

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1. Program History

Program History

SCHOOL READINESS INITIATIVE

School Readiness Initiatives in five communities developed by bringing parents, service providers, early care and education providers, and schools together to design an initiative most appropriate to their community. Each initiative includes four areas of work: health (physical, oral, social/emotional), access to quality early care and education, family support, and increased school capacity. The five communities are: San Rafael, particularly the Canal Community, San Geronimo Valley/Nicasio, Shoreline/West Marin, Novato, and Marin City/Sausalito.

Canal School Readiness is the oldest and largest of the school readiness initiatives. It began in FY 2002-03 as a joint initiative between First 5 Marin and First 5 California. Canal School Readiness includes several well-established and successful community projects. These are: Even Start (family literacy and support); Pickleweed Pre-school (half-day classes for 20 children); Summer Bridge (a five-week pre-kindergarten program); Kinder Advocates (welcome, registration, and support for incoming kindergarten families); and Mentores (parent-to-parent outreach and support). This is the final year of funding from First 5 California for Canal School Readiness.

In 2004, using the Canal School Readiness Initiative as a model, First 5 Marin began working with communities around the County to explore the possibilities of developing additional school readiness initiatives. This process, a part of the larger strategic planning process, resulted in the development of four additional school readiness initiatives which included San Geronimo Valley/Nicasio, Shoreline/West Marin, Novato and Marin City/Sausalito.

SUMMER BRIDGE¹,

Summer Bridge began in the summer of 2003 with three classrooms in the San Rafael Canal community. It continued to expand and in Summer 2005, a standardized curriculum was developed through funding from a Federal Early Learning Opportunities Act grant. Most recently, during the summer of 2010, twelve Summer Bridge classrooms ran County-wide and served children and families from the following five communities: San Rafael (Canal), Marin City/Sausalito, Novato the Valley (San Geronimo/Nicasio), and Shoreline/West Marin.

¹ The Summer Bridge program in Novato is called Kinder Academy; however, the program structure and materials are the same as in the other four communities.

Background & Overview

PROGRAM DESCRIPTION

Summer Bridge, a kindergarten readiness program, provides high quality early learning opportunities for children preparing to enter kindergarten and in need of additional learning support. The Summer Bridge program is currently overseen by the First 5 Marin School Readiness Initiative. This initiative promotes community-based planning for school readiness in partnership with parents, schools, and service providers. The five communities that hosted Summer Bridge classrooms in 2010 have well-developed School Readiness projects that include the Summer Bridge program as an integral component.

In keeping with First 5 Marin's efforts to support collaborative systems-level changes that are community-based, families are connected to the Summer Bridge program through multiple points of entry. These include upon registration for kindergarten, through outreach during the year by family advocates/promotors in the community, referrals from the FLAGship (a mobile literacy/parent education/health outreach van funded by First 5 Marin), and referrals from the Marin Community Clinics. Beyond their participation in this five-week program, families are connected with other resources/agencies within their communities, such as ESL classes, health and dental care providers, family counseling, developmental screening and intervention services, and basic needs providers. This integrated approach is depicted in The Summer Bridge Pathway Model (Figure 1).

These practices are consistent with First 5 Marin's overall approach and are aligned with identified variables influencing the transition to kindergarten for children with disabilities: 1) communication between and relationships among the child, family, service providers, and agencies within the community; 2) supportive interagency infrastructure, including formal and informal mechanisms for cross agency communication and coordination; and 3) alignment of programs and continuity of the service delivery.²

CURRICULUM

The current Summer Bridge curriculum was designed in 2005, to ensure consistent and high quality instruction across all classrooms. The curriculum centers around four developmental areas: Social Emotional Development, Physical Development, Cognitive Development, and Language Development. In addition to activity suggestions within each of these domains, the curriculum also provides teachers with supporting materials and visuals such as pictures, hand-outs, charts, labels, and cut-outs. In all classrooms, the Summer Bridge curriculum is supplemented with the 2nd Step Curriculum, which promotes interpersonal and social-emotional skill development. Additionally, numerous Summer Bridge teachers are kindergarten teachers and supplement the Summer Bridge curriculum with their school-year materials.

"The curriculum is excellent. It touches upon every subject the kids need to know about before going into kindergarten."

— Summer Bridge Teacher, 2010

Summer Bridge teachers and staff receive a comprehensive orientation to the curriculum, as well as the various service components incorporated within the program. These components include: oral health and hygiene, nutrition, hearing and vision screenings (or referrals for screenings), the "Raising a Reader" early home literacy book bag program, and the kindergarten transition family days.

² Rous, B., Hallam, R., Harbin, G., McCormick, K., & Jung, L.A. (2005). *The transition process for young children with disabilities: A conceptual framework*. Lexington, Kentucky: The National Early Childhood Transition Center.

F5M Summer Bridge Key Findings Report, 2010

2. Background & Overview

Summer Bridge consists of five consecutive weeks of instruction, in one or more classes in each community. San Rafael's Canal community had five classrooms, Novato, four, Shoreline/West Marin, one, Marin City/Sausalito, one, and the San Geronimo Valley, one. In total, the twelve classrooms served 229 children during Summer 2010.

FAMILY ENGAGEMENT

Engaging families in their child's learning and in understanding and feeling comfortable in the K-12 system their child is entering is critical to the success of their children as they enter school. In order to help families overcome access and service barriers and be prepared to support their child's success in school, the Summer Bridge program incorporates weekly, required parent and child workshops that offer critical information on transitioning to kindergarten, family literacy, parenting, children's academic and social development, nutrition, emotional well-being, and physical health. The workshops also encourage parents to interact with their children, their child's teacher, and with one another in a warm and supportive learning environment. Because in most cases, the teacher of the child's Summer Bridge class is the teacher that child will have in Kindergarten and the class is held at the school, these weekly sessions provide an opportunity for the family to get to know both the teacher, the school itself and often the Principal. With the support of the family/kinder advocates in each of the five communities, the school and the family are better prepared to make the child's experience a positive one.

Table 1. Sample Schedule

Sample Summer Bridge Daily Schedule	
8:30-8:50	Opening Circle: Greeting and Calendar Activity
8:50-9:20	Snack and Outside Play
9:20-9:40	Large Group Instruction: Number, Letter, and Shape Identification
9:40-10:10	Small Group Instruction
10:10-11:10	Learning Centers: Child- and Teacher-Directed Activities
11:10-11:15	Clean-up
11:15-11:30	Closing Circle Story Time

Table 2. Sample Calendar

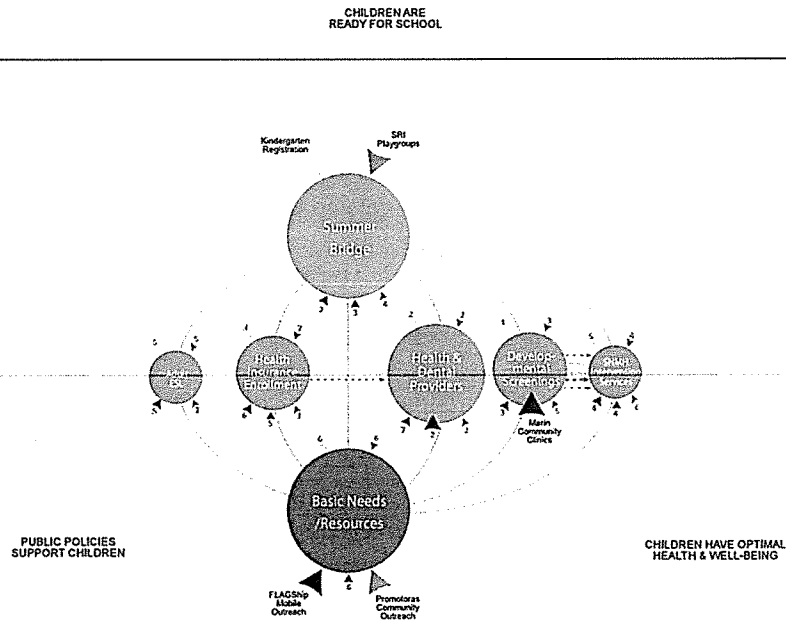
Sample Calendar of Family Fridays and Events	
First Day	Parent Orientation
Family Friday #1	Raising a Reader Workshop
Family Friday #2	Child's Development and How to Prepare for Kindergarten
Family Friday #3	Physical Health and Nutrition
Family Friday #4	Oral Health
Family Friday #5	Graduation and Family Celebration

F5M Summer Bridge Key Findings Report, 2010

2. Background & Overview

Figure 1. Summer Bridge Pathway Model

Summer Bridge — Points of Entry/Program Referrals



Notes about Figure 1: Points of Entry (POE) are denoted by large color-coded arrows and are initially associated with the most common service/agency referral that follows this POE:

- Orange: SRI Playgroups
- Yellow: Kindergarten Registration
- Green: FLAGship mobile outreach
- Purple: Family Advocates/Promotores
- Red: Marin Community Clinics

Primary links to other services referred at each POE are indicated with color-coded small arrows—in the same relative position as the large arrows—with associated numbers indicating the service next most often referred, in descending order (2, 3, 4, 5, 6, 7).

Proximal links—those instances in which the service provision and POE overlap—break the border of the service bubbles. For example, Marin Community Clinic arrows break the border of the Health and Dental Providers and Developmental Screenings service bubbles.

Secondary links—those instances in which service referrals are commonly dependent upon a particular pathway—are indicated with color-coded dotted lines. For example, Developmental Screenings precede SNMH Intervention Services.

F5M Summer Bridge Key Findings Report, 2010

2. Background & Overview

All solid gray lines assume **reciprocal links**, which, currently, may vary in strength in either direction. The more focused services³ (i.e., Health and Dental Providers, Children's Health Insurance Enrollment, Developmental Screenings, SNMH Intervention Services, and Adult ESL) are linked by just one line but are also linked by position on the same plane.

DATA SOURCES

We reviewed quantitative and qualitative data sources in compiling this report. Following is a summary of the purpose and information provided by each data source:

Student Enrollment Information

This year, each F5M School Readiness Coordinator received an MSEXcel form in which a student's enrollment information could be consistently entered, transferred to attendance forms, and more readily aggregated across the various communities. This form includes key demographic information such as ethnicity, primary language, and prior pre-school experience.

Student Attendance Data

This year, each Summer Bridge program recorded and provided attendance information in a consistent MSEXcel form linked to student enrollment records.

Student Developmental Continuum Assessment

Administered in the first and last week of the Summer Bridge program, this instrument assesses individual students in key domains: Social and emotional development, physical development, cognitive development, and language development.

Family Member Survey

Revised for Summer 2010, this survey asks family members about benefits of participation for their child and family as a whole, including increased understanding and frequency of supportive activities.

Teacher Survey

The teacher survey asks staff (teachers and aides) to reflect on the effectiveness of Summer Bridge components, in supporting their teaching and in promoting benefits for participating families.

³ The phrase 'more focused' is used to differentiate those services that are defined beyond Basic Needs/Resources and continue beyond the limited timeframe of Summer Bridge)

Participant Demographics

Gender, prior pre-school experience, and home language demographics were available for up to 235 participants. Figure 2 below indicates that 50% of Summer Bridge participants were female and 50% were male. Figure 3 shows that for more than two-thirds of participants, Spanish is the primary language spoken at home (70%). Figure 4 illustrates that almost three-fourths of participants are from households where the highest level of education is a high school degree or less (72%). These demographics are consistent with the initiative's emphasis on serving students who have little access to pre-school experience and have limited access to resources due to language barriers, identified special education needs, or socioeconomic factors. Figure 5 shows that half of participants had no prior preschool experience (50%). Among those who had prior pre-school in the last 12 months, the largest majority attended between 1-20 hours per week and most of these participants indicated attending a Head Start program.

Figure 2. Gender (n=235)

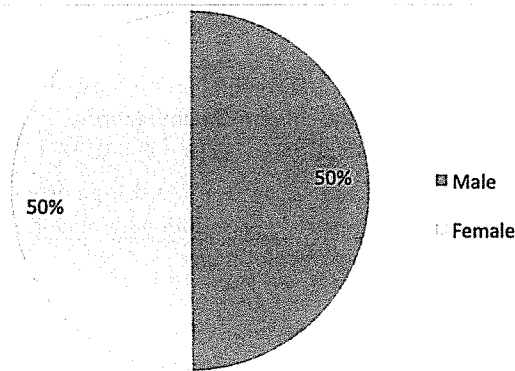
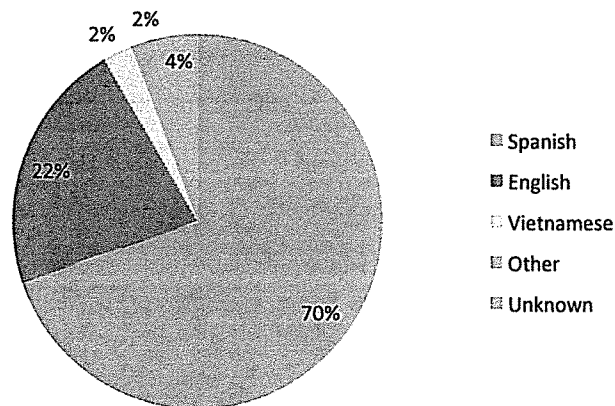


Figure 3. Language Spoken at Home (n=235)



F5M Summer Bridge Key Findings Report, 2010

3. Participant Demographics and Attendance

Figure 4. Highest Level of Education in Household (n=168)

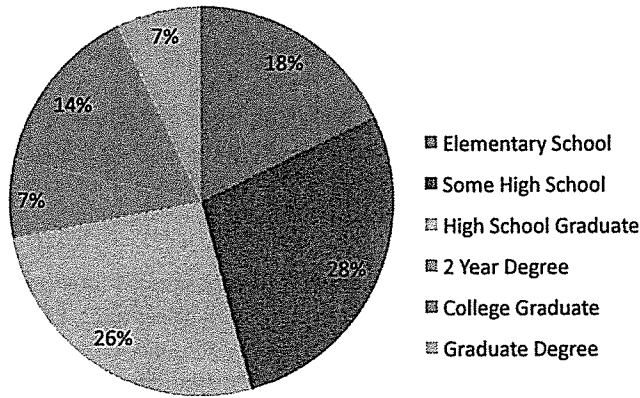
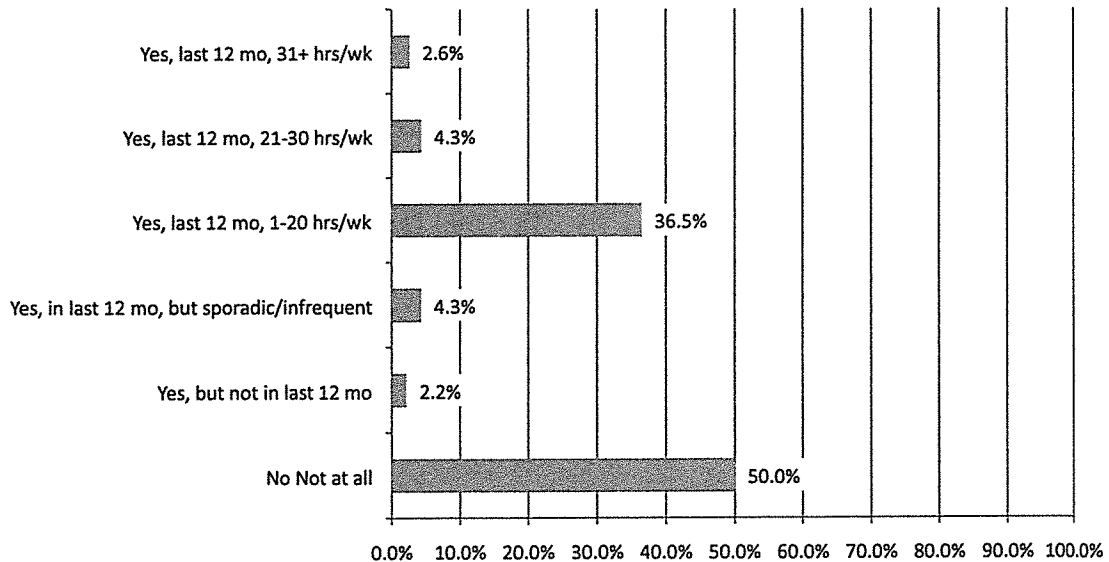


Figure 5. Preschool Experience (n=230)



PROGRAM ENROLLMENT AND ATTENDANCE

Table 3 indicates that attendance and enrollment summaries for individual Summer Bridge classrooms, and the program as a whole, were very positive during Summer 2010.

- Enrollment numbers remained fairly consistent between the first and last weeks of the program. The total enrollment during the last week of programming decreased by 12 students compared to the first week's enrollment. Classrooms mostly experienced their early de-enrollments towards the end of programming, as indicated by a five-week enrollment average that is closer to the beginning enrollment.
- The Average Daily Attendance (total attendances divided by total program days) for individual classrooms ranged from 11 to 21 students. Across all classrooms, the Average Daily Attendance (ADA) was 17 or 92% of the average five-week enrollment.
- The ADA on Family Days for individual classrooms ranged from 11 to 20, with a Family Day ADA across all sites of 17 (92% of enrolled) parents/family members.

F5M Summer Bridge Key Findings Report, 2010

3. Participant Demographics and Attendance

Table 3. Summer Bridge Attendance 2010

Summer Bridge 5-Week Enrollment and Attendance Summary: Summer 2010								
CLASSROOM	TOTAL STUDENTS SERVED*	ENROLLMENT			ADA: REGULAR PROGRAM	%**	ADA: FAMILY DAYS	%**
		1ST WEEK	LAST WEEK	5-WEEK AVERAGE				
Marin City/Sausalito	21	20	15	19	14	77%	12	60%
Novato: 1	21	21	19	20	19	95%	19	95%
Novato: 2	20	20	20	20	18	90%	18	90%
Novato: 3	20	20	19	20	18	90%	18	90%
Novato: 4	20	20	20	20	19	95%	19	95%
San Rafael: 1	21	21	21	21	20	95%	20	95%
San Rafael: 2	20	20	20	20	19	95%	19	95%
San Rafael: 3	20	20	20	20	19	95%	19	95%
San Rafael: 4	21	21	21	21	21	100%	21	100%
San Rafael: 5	17	17	15	15	15	100%	15	100%
Shoreline: Inverness	13	13	13	13	11	85%	12	85%
The San Geronimo Valley	15	15	14	15	13	87%	11	86%
SUMMARY	Average	19	19	18	17	92%	17	92%
	Total	229	228	217	224		203	

* Any student attending at least one program day (with the exception of students who dropped the program immediately).

** Percents represent a comparison between Average Daily Attendance (ADA) and the 5-week average classroom enrollment listed in Column 4.

Student Outcomes

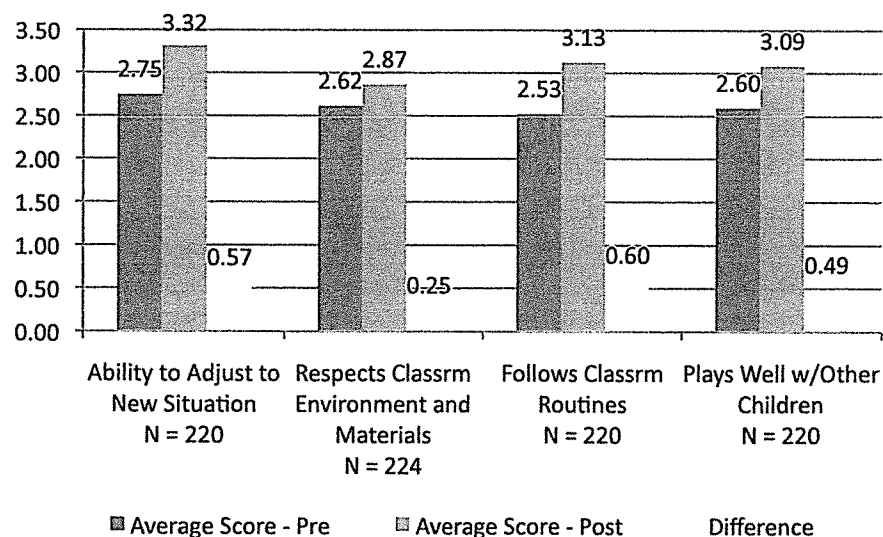
Summer Bridge participants were administered a developmental skills assessment by their classroom teachers during the first and last weeks of programming. The 48 assessment items corresponded to the four developmental areas targeted by the Summer Bridge curriculum and were grouped into 11 skill areas that included: 1) Following Classroom Routines, 2) Ability to Adjust to New Situations, 3) Respecting and Caring for the Classroom Environment, 4) Playing Well with Other Children (Social Emotional Domain), 5) Enjoying and Valuing Reading, 6) Concentration and Focus (Cognitive Domain), 7) Cutting with Scissors, 8) Using Tools for Writing and Drawing, 9) Gross Motor Skills (Physical Domain), 10) Listening and Speaking in English, and 11) Primary Language (Language Domain).

Performance in each area was ranked according to the following scale: 1) Never 2) Sometimes 3) Most of the Time and 4) All of the Time.

STUDENT PROGRESS IN DEVELOPMENTAL DOMAINS

Students made strong progress during the course of the 2010 Summer Bridge program. Analysis revealed statistically significant⁴ improvement in Social Emotional Development (Figure 6), Cognitive Development (Figure 7), Physical Development (Figure 8), and Language Development (Figure 9). Results have been presented for students who underwent pre- and post-assessment. Some of the most substantial gains were made in 1) Social Emotional Development: follows classroom routines, overall mean increase of 0.60; ability to adjust to a new situation, 0.57 (this item also showed the highest post score average, 3.32); plays well with other children, 0.49, and 2) Physical Development: cutting with scissors, overall mean increase of 0.59; using tools for writing and drawing, 0.54.

Figure 6. Pre/Post Comparison of Social Development



⁴ Growth in each domain was statistically significant at $p \leq .00$.

F5M Summer Bridge Key Findings Report, 2010

4. Student Outcomes

Figure 7. Pre/Post Comparison of Cognitive Development

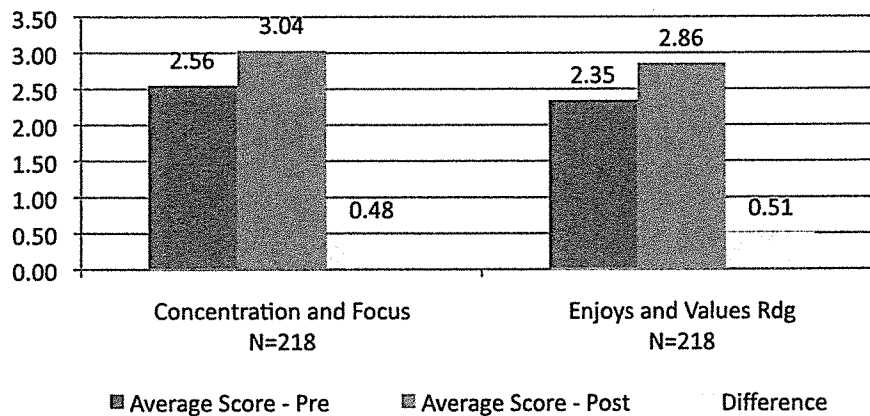
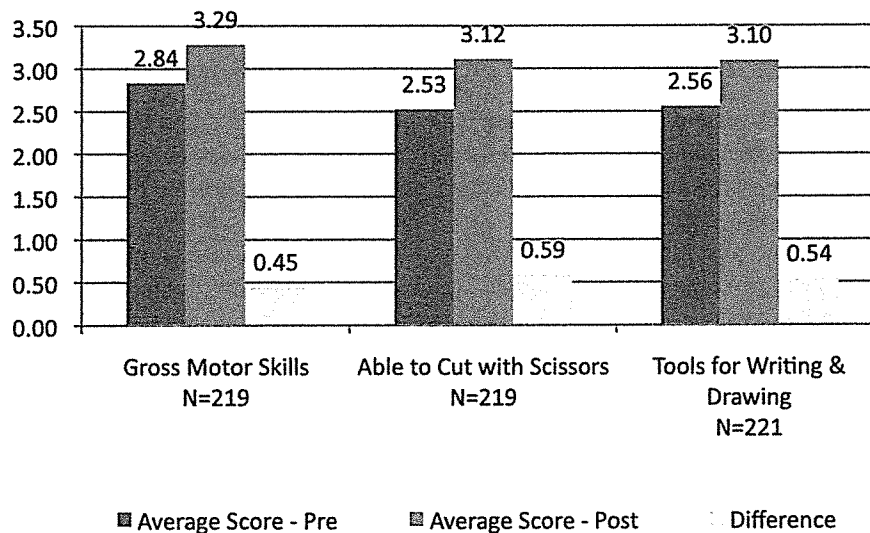


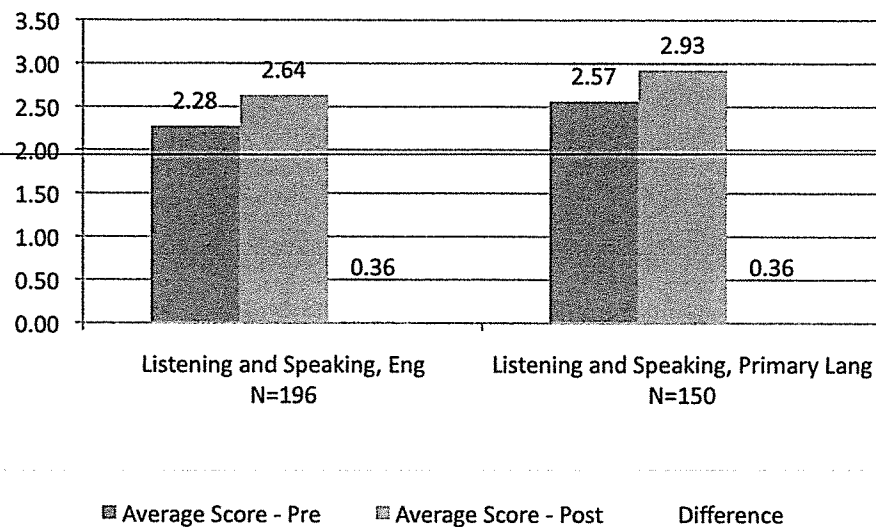
Figure 8. Pre/Post Comparison of Physical Development



F5M Summer Bridge Key Findings Report, 2010

4. Student Outcomes

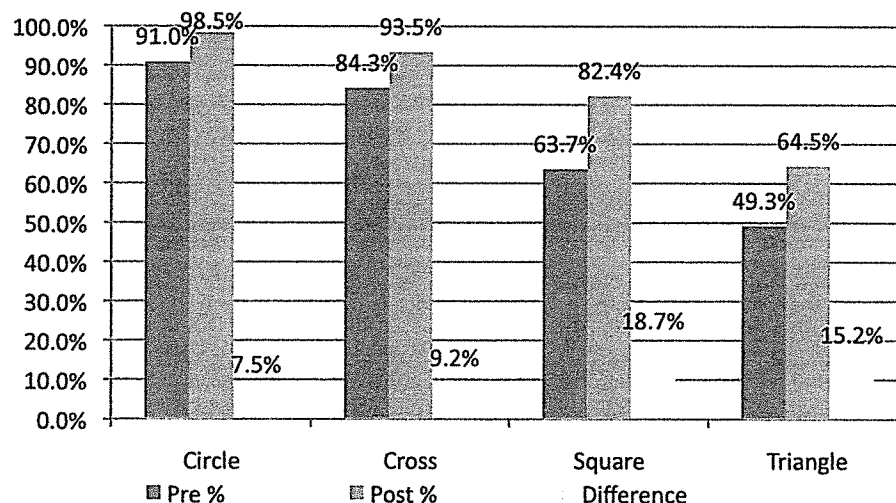
Figure 9. Pre/Post Comparison of Language Development



STUDENT PROGRESS IN KEY ASPECTS OF PHYSICAL AND COGNITIVE DEVELOPMENT

The materials section of pre- and post-assessments, in which students are asked to demonstrate certain skills, also revealed notable gains in students' ability to copy, draw, and recognize shapes, colors, and their own name. For every area assessed, there was an increase between pre and post in the proportion of students able to successfully complete each task. Figure 10 shows that in the area of copying and drawing shapes, increases between pre and post ranged from 8% (circle) to 19% (square). Figure 11 indicates that in the area of recognizing colors, increases ranged from 8% (green, yellow) to 17% (brown). Figure 12 illustrates that in the area of shape recognition, increases ranged from 16% (circle) to 26% (triangle). By the end of Summer Bridge, nearly all students were able to recognize their own name (98.6%, an increase of 17%). These findings are consistent with those observed in 2008-09.

Figure 10. Student Ability to Copy and Draw Shapes



4. Student Outcomes

Figure 11. Student Ability to Recognize Colors

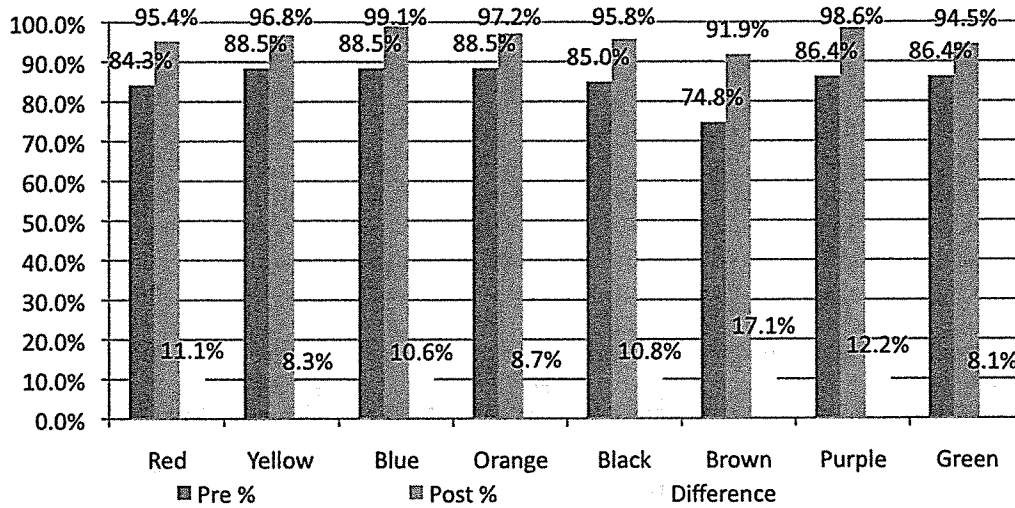
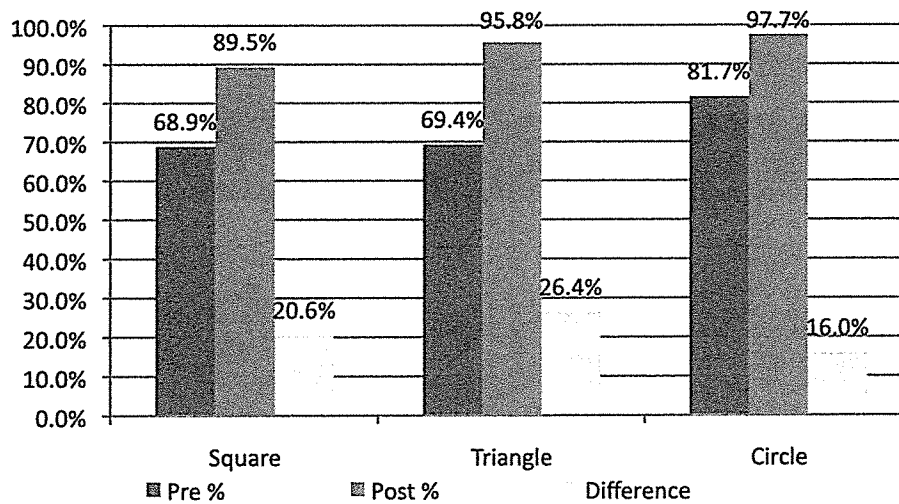


Figure 12. Student Ability to Recognize Shapes



Key Student Finding #3: Progress within Communities

Statistically significant results on the student assessment were consistent across individual communities. However, some of the communities did demonstrate unique areas of strength with regard to student achievement. Appendix A to this report presents student assessment data by community.

F5M Summer Bridge Key Findings Report, 2010

4. Student Outcomes

HIGHLIGHTS OF MULTI-YEAR FINDINGS

While the percentages of students demonstrating school readiness⁵ in each developmental domain have varied, students have consistently shown statistically significant gains on the developmental assessment each year that the Summer Bridge program has been offered. Across the years, in each area assessed, more than two-thirds of students have exited Summer Bridge demonstrating readiness. And in the key focus area of social and emotional development, while the percentage of students arriving at Summer Bridge already demonstrating readiness has ranged from 24% in 2008 to 55% in 2007 and 2009, at least three-fourths are doing so by program's end. Furthermore, in the last two years, almost all students have exited the Summer Bridge program demonstrating social-emotional developmental readiness for school.⁶ See Tables 4 – 7 below.

Table 4. Percentage of Summer Bridge Students Demonstrating Social-Emotional Readiness "Most" or "All" of the Time, 2007-2010

Year	Pre-Assessment % demonstrating readiness	Post-Assessment % demonstrating readiness	Change
2010	42.2%	90.2%	+ 48.0
2009	54.7%	91.9%	+ 37.3
2008	23.5%	77.4%	+ 53.9
2007	55.5%	86.5%	+ 31.0

Table 5. Percentage of Summer Bridge Students Demonstrating Physical Developmental Readiness "Most" or "All" of the Time, 2007-2010

Year	Pre-Assessment % demonstrating readiness	Post-Assessment % demonstrating readiness	Change
2010	49.1%	83.8%	+ 34.7
2009	53.8%	92.7%	+38.9
2008	39.1%	84.0%	+ 44.9
2007	55.4%	86.5%	+ 31.1

⁵ Readiness in this instance is determined by students' mean scores in each developmental domain; that is, a student's individual domain average rating indicates that they are demonstrating the described skills and behaviors "most" or "all" of the time.

⁶ In a 2008 survey of Marin County kindergarten teacher, students social/emotional readiness skills ranked high among those most important upon entry. See First 5 Marin's report, "Kindergarten School Readiness: Key Skills for Successful Transition."

F5M Summer Bridge Key Findings Report, 2010

4. Student Outcomes

Table 6. Percentage of Summer Bridge Students Demonstrating Cognitive Developmental Readiness "Most" or "All" of the Time, 2007-2010

Year	Pre-Assessment % demonstrating readiness	Post-Assessment % demonstrating readiness	Change
2010	38.7%	68.5%	+ 29.8
2009	49.6%	76.3%	+26.7
2008	23.0%	69.1%	+ 46.1
2007	29.5%	69.0%	+ 39.5

Table 7. Percentage of Summer Bridge Students Demonstrating Language Developmental Readiness "Most" or "All" of the Time, 2007-2010

Year	Pre-Assessment % demonstrating readiness	Post-Assessment % demonstrating readiness	Change
2010	49.6%	60.6%	+ 11.0
2009	48.1%	73.3%	+25.2
2008	41.2%	66.4%	+ 25.2
2007	61.6%	77.2%	+ 15.6

Family Experiences and Impact

Throughout the five-week program, family members (parents, grandparents, aunts/uncles, etc.) have opportunities to (and are expected to) observe and engage with children in the classroom environment. In order to help families overcome access and service barriers and be prepared to support their child's success in school, the program also incorporates weekly parent and child workshops that offer critical information on transitioning to kindergarten, family literacy, parenting, children's academic and social development, nutrition, emotional well-being, and physical health. The workshops also encourage family members to interact with their children, their child's teacher, and one another in a warm and supportive learning environment.

A survey was administered to participating family members at the end of the Summer Bridge program to assess their satisfaction and obtain their opinions about the benefits of the program. A total of 194 family members completed a survey⁷, representing approximately 89% of the total number of student participants enrolled at the end of the program. Family respondents were 64% female and 21% male—2% of survey respondents indicated the survey was completed by both a male and female family member.

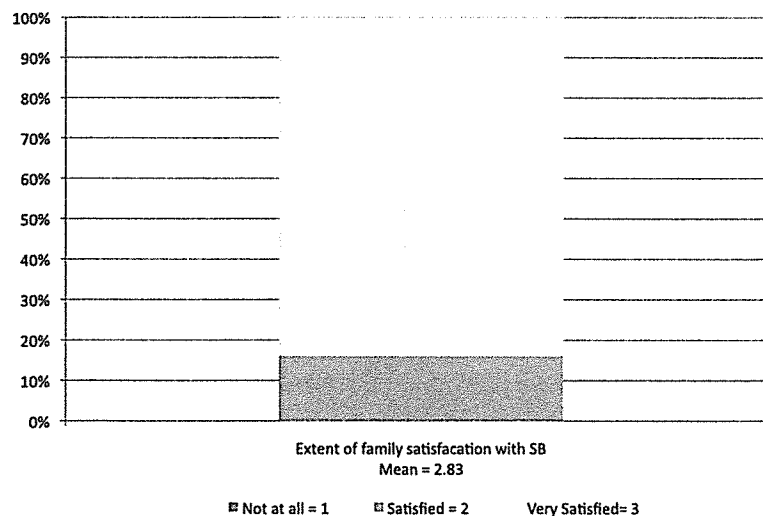
"I loved going to family day and seeing my daughter in the school environment and interacting with other parents."

— Summer Bridge Family Member, 2010

Family Member Ratings for Student Enjoyment

Figure 13 illustrates that family members expressed positive views of the program, with 100% of responding family members indicating that they were either "satisfied" or "very satisfied". Furthermore, parents were nearly unanimous in reporting that their children enjoyed the program.

Figure 13. Family Member Satisfaction Findings



⁷ One community used the prior year's version of the survey (N = 11). Given the substantial revisions to the survey, their responses are not included here, but summary analysis is provided in Appendix B. The response rate including these 11 surveys is 95%.

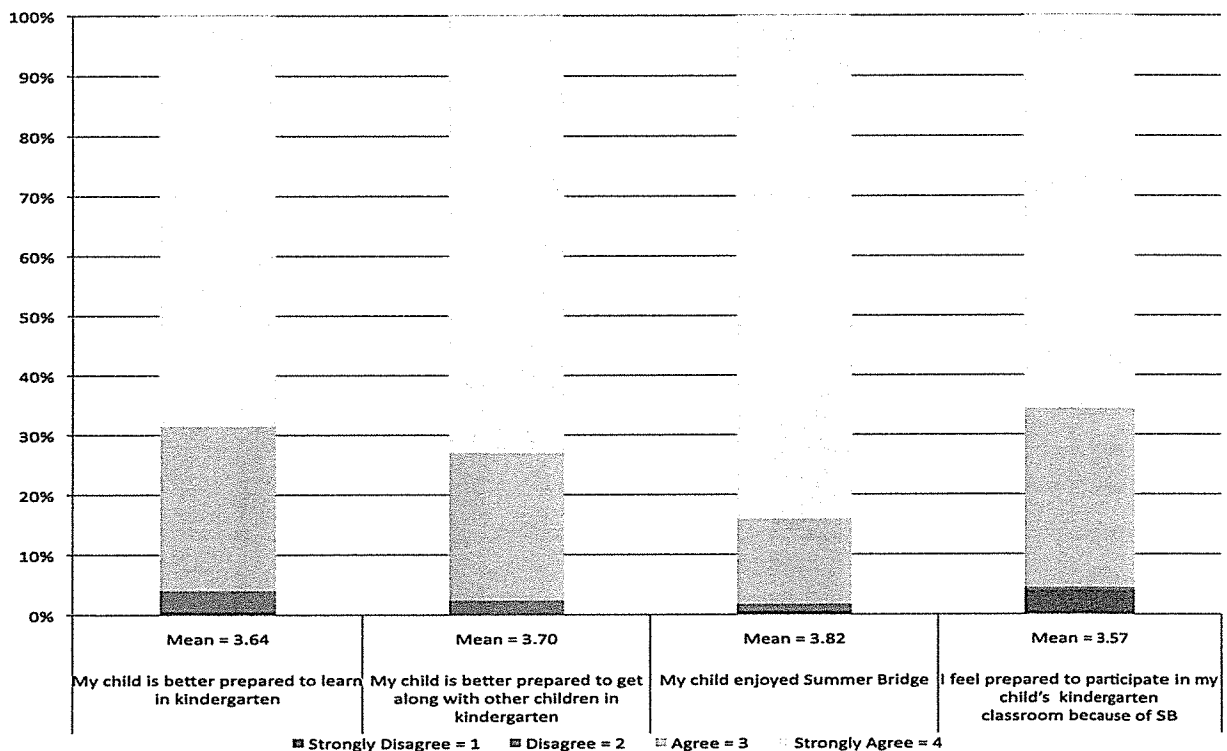
F5M Summer Bridge Key Findings Report, 2010

5. Family Experiences and Impact

Family Member Ratings for Benefits for Students

Respondents were equally positive about the benefits of the program and the gains that their children had made. After their child's participation in the program, family members felt (mean = 3.64; scale 1 = strongly disagree to 4 = strongly agree) that their child was better prepared to learn in kindergarten and better prepared to interact socially with others (mean = 3.70), as a result of the Summer Bridge experience. Family members also strongly agreed that participating in Summer Bridge had helped prepare them to participate in their child's kindergarten classroom (mean = 3.57). Comments from family members reinforce these ratings, as improvements in children's confidence, social relationships, and interest in school are described.

Figure 14. Benefits of the Summer Bridge Program for My Child



Family Member Quotes about their Child's Summer Bridge Experience

"It helped him feel more confident interacting with other children."

"He gained confidence, made new friends, and is looking forward to going to kindergarten."

"My child is less shy and relates more with other children."

"Has become more responsible and friendly with other children."

"My child seems more interested in wanting to learn."

"He feels more confident about letting go of mom and dad now."

"Learned that the kindergarten classroom routine will be more structured than pre-school."

"He learned the days of the week, how to share with other kids, and how to write his name."

"Having more friends made her more comfortable with going to school; and she got used to going five days a week."

F5M Summer Bridge Key Findings Report, 2010

5. Family Experiences and Impact

"To get along with other kids, to feel more comfortable interacting with teachers."

"It allowed him to be more independent for more hours each day and decreased separation anxiety."

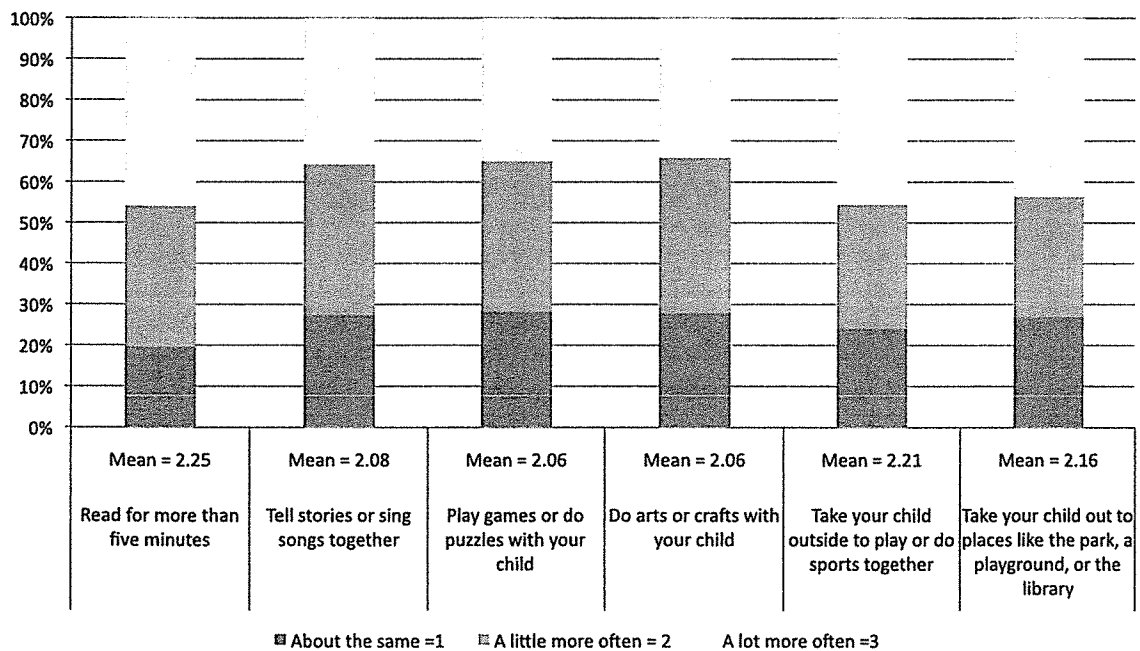
"My son is very shy, and Summer Bridge helped him get used to new situations and new people."

"We have started to read more, go to bed earlier, and eat healthier."

Benefits for Family Members: Increase in Supportive Activities

Family members were also positive about the degree to which they benefited from the Summer Bridge program. In addition to supporting family members' preparedness to participate in their child's classroom across six different supportive activities, at least 75% of family members report increased frequency since participating in Summer Bridge as shown in Figure 15. The largest gains were seen in increased reading and taking their child outside to play or do sports together with approximately 46% doing these "a lot more often". The median frequency for each, as reported by family members, is five times per week.

Figure 15. Increase in Supportive Activities with Child

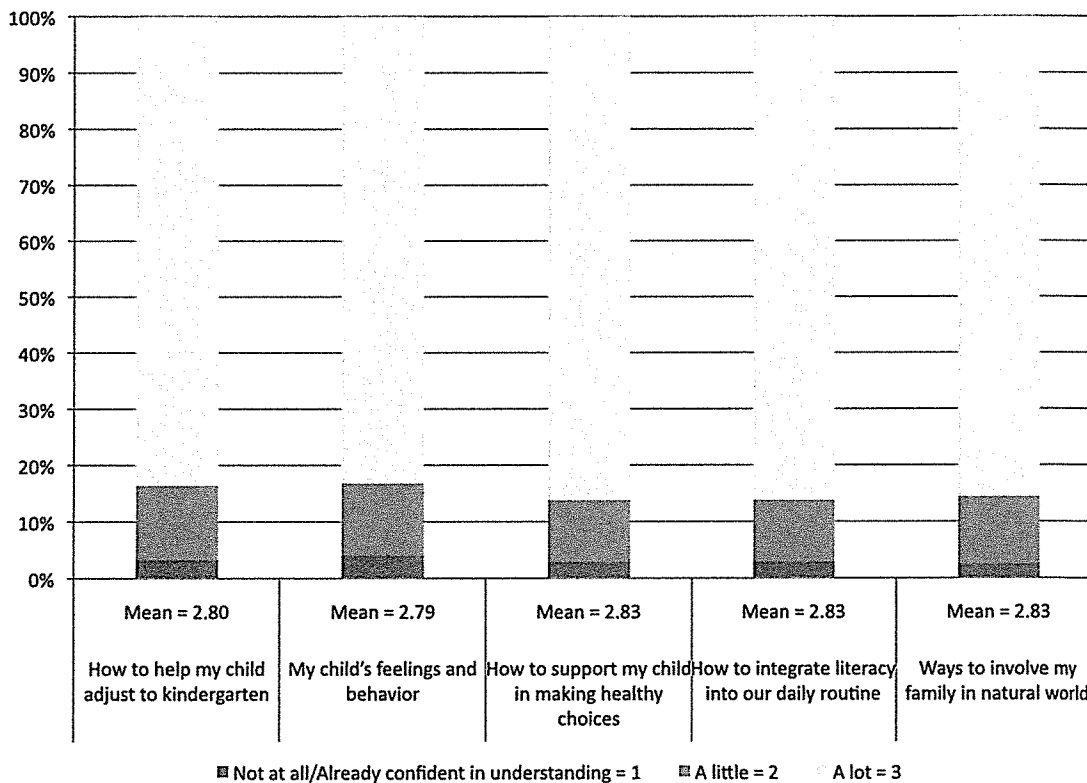


5. Family Experiences and Impact

Benefits for Family Members: Effectiveness of Family Days

Participating family members felt strongly about the knowledge and understanding they gained from Family Day workshops. Over 95% of family members responded that the workshops had had increased their understanding, with more than 80% indicating substantial increases. Each item received an average rating of approximately 2.80 (3 point scale where 1 = not at all/already confident in understanding and 3 = a lot). Figure 16 indicates that the items reflected understanding of how to integrate literacy into their daily lives, involving their family in the natural world, supporting their child in making healthy choices, how to support their child's transition to kindergarten, and understanding their child's feelings and behavior. The strongly positive perceptions of family engagement during the program are also evident in comments that describe both increased understanding and appreciation for opportunities to connect with their child and interact with other families.

Figure 16. Family Day Activities Effectiveness



Family Quotes—What They Liked about Family Days

"Seeing how my child responds to teachers and transitions to different tasks."

"It's helpful to observe your child in a structured, social environment."

"I liked talking about ways to help kids transition to kindergarten and routines."

"Feeling prepared for busy mornings, the sort of things I will do at school, and meeting other parents."

F5M Summer Bridge Key Findings Report, 2010

5. Family Experiences and Impact

"Everything we learned and seeing my girl's face full of happiness."

"My son loved being able to show me everything he has been doing."

"I better understand the stage my child is in."

"Sharing the excitement of new experiences."

"That it was bilingual and easy to understand. We were given opportunity to express ourselves and given many very good tips."

"The "community" felt in the room and resources that were offered."

"Getting to know other parents and sharing resources."

"Sharing time with my family and socializing with other families."

"Helped me connect with my child."

6. Teacher Experiences

Teacher Experiences

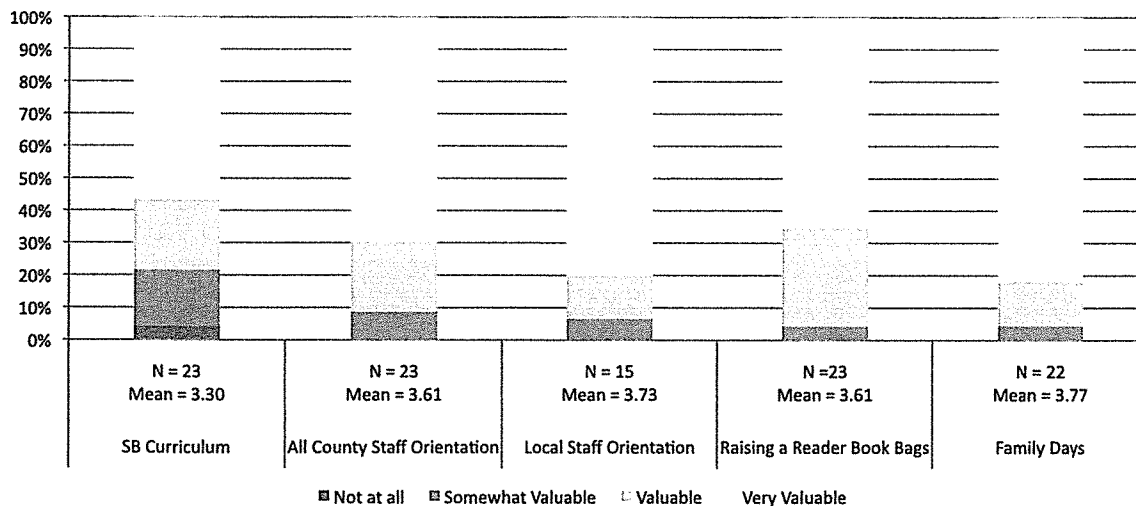
Summer Bridge classrooms are staffed by a teacher and an instructional aide. More than half (57%) of these teachers and aides had previous Summer Bridge experience. Seventy percent (70%) of those working in Summer Bridge classrooms report that teaching (44%) or instructional aide (26%) is their occupation outside of the program. All classroom staff are experienced in working with kindergarten-aged children. Across the span of ages each reported, the average minimum age was 4 years and an average maximum age was 10 years.

Teachers and classroom aides were administered a satisfaction survey upon completion of the Summer Bridge program. The survey asked them to rate the effectiveness of individual program components as well as the overall effectiveness of the program. Surveys were returned from a total of 23 teachers and classroom aides representing all twelve classrooms.

TEACHER SATISFACTION WITH PROGRAM COMPONENTS

Participating teachers expressed high personal satisfaction with Summer Bridge program components. At least 80% of teachers rated each program component as either "valuable" or "very valuable" in helping them effectively conduct their Summer Bridge instruction. Teachers felt most positive about: interactions with participating family members during Family Days, the Raising a Reader program, and, for those who attended, the local staff orientation. Teachers were more mixed in their ratings of the Summer Bridge curriculum. Variation in teaching experience and access to alternate materials may influence teachers' ratings for this component.

Figure 17. Value of Program Components



F5M Summer Bridge Key Findings Report, 2010

6. Teacher Experiences

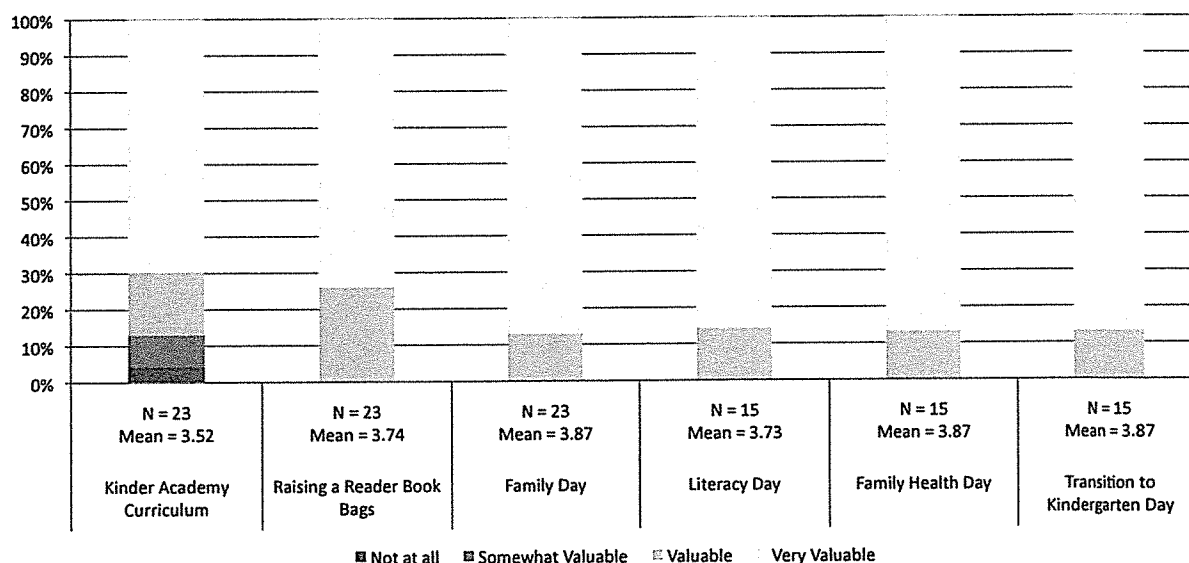
TEACHER RATINGS FOR PROGRAM EFFECTIVENESS

Overall, 100% of participating teachers felt that the Summer Bridge program was "very effective" or "effective" in improving participants' kindergarten readiness. While teachers saw all primary program components as valuable in promoting school readiness and supporting families, teachers felt that the Weekly Family Days and Transition, Kindergarten Day, Raising a Reader, and Literacy Day provided the highest value to children and families. The ratings shown in Figure 18 and the teachers comments that follow about the importance/effectiveness of Family Day activities affirm the value of the integration parent and child experiences alongside the Summer Bridge curriculum.

"From just one summer, I am completely convinced about the importance of preparing students for kindergarten in closing the achievement gap. This program is absolutely essential."

— Summer Bridge Teacher, 2010

Figure 18. Effectiveness of Program Components



Teacher Quotes about the Benefits of Summer Bridge

"The Family Fridays are essential to the program and a wonderful way for parents to learn how to interact with their kids."

"Summer Bridge components are valuable and helpful for parents and their kids—promotes families' school readiness."

"The children were so enthusiastic about receiving the Raising a Reader bag every day. And so were the parents. Family Fridays are great because the parents interact with the children, which is important. It teaches them to take part in their children's education."

"I really like how the Family Fridays get everyone involved and promoted healthy behaviors for the whole family."

"Discussions during family Friday were very helpful for all the parents."

F5M Summer Bridge Key Findings Report, 2010

6. Teacher Experiences

"Families really enjoyed Family Fridays. Gets them involved with their children's education. Such a challenge and, at the same time, a great accomplishment."

"Raising a Reader teaches responsibility (returning the bags) plus excites students to read books. Parent Fridays have helped parents feel more comfortable being at school and with knowing how to help their children learn."

"Kindergarten transition day was wonderful."

"This was my first year, and I loved it! The program is very well organized, developmentally appropriate, and a nice way for students to make their way towards kindergarten."

"Summer Bridge is a complete program."

Findings & Recommendations

While pleased with the success of Summer Bridge, First 5 Marin is also committed to making the program as strong as it can be for future young children and their families. To accomplish this, parents and teachers were asked for recommendations for improving the program.

Teacher Input

As in other years, several teachers felt the program could be longer.

One teacher recommended adding time for individual parent-teacher check-ins to talk about where a child is in terms of readiness.

With regard to program materials and activities, one teacher suggested providing English to Spanish translations of key phrases/instructions often used in a classroom.

Several teachers noted regret that the health screenings were not included at their site this year.

A couple of teachers expressed concerns with the assessments, one noting that 5 weeks felt short for fitting in both pre- and post-assessments for every child, and another requesting that parent survey being shorter and simpler.

Other suggestions included:

- 1) Adding a local library component to the program
- 2) Noting that teenage family members often attended family days, one teacher felt there should be more encouragement for parents to attend.

Parent Input

Most parents noted that they didn't think any changes were needed.

Numerous parents wanted to extend the program for a longer period time — hours per day and/or number of weeks.

EVALUATOR CONCLUSIONS AND RECOMMENDATIONS

Finding

Enrollment numbers remained fairly consistent between the first and last weeks of the program. Classrooms mostly experienced their early de-enrollments either in the beginning or end of programming.

Recommendation

Programs should continue to consider how to best communicate the expectations and benefits of participating in the full program and continue to provide engaging events throughout the five weeks to offer parents opportunities to observe their child's growth and to connect with one another to promote consistent participation. Additional opportunities to engage family members at a different time of day might also be explored.

Finding

Some teachers indicated that the Summer Bridge curriculum was not particularly helpful in their teaching.

Recommendation

Given the goals and intentional design of Summer Bridge curriculum towards promoting specific school readiness skills, including an emphasis on social-emotional development, it is important to consider how best to present and orient teachers to the curriculum in order to convey these key elements and maintain fidelity to core aspects of the program. Additionally, with many Summer Bridge teachers also working as kindergarten teachers, there may be aspects of their regular school year curriculum being used. A better understanding of where and how Summer Bridge teachers are supplementing curriculum could benefit effective instruction across all classrooms. Furthermore, ongoing work, both in Marin and nationally, that is focused on pre-K through Grade 3 alignment should inform curricular refinements and the content of teacher orientations.

Finding

Assessment instruments are providing valuable information.

Recommendation

Continue to build upon the refinements to instruments to ensure: 1) that a single, consistent version of each instrument is being used, 2) that formatting is facilitating ease of data collection and data entry, and 3) that all of the items are providing meaningful, useful information. Recommend specific attention to revising the teacher/staff survey, which was not refined in 2009-10.

Finding

Overall, Summer Bridge findings in the areas of student attendance and enrollment, parent and teacher satisfaction, and student outcomes were very positive. Data indicate that the program has an effective organizational structure and that findings and learning are strengthening and improving programming. The program provides a valuable service to children, families, schools, and communities within Marin County.

Recommendation

Continue to develop the model depicted in this _____, communicate the ways in which Summer Bridge operates within the larger context of First 5 Marin's initiatives, including the integrated, cross-agency nature of the program. Share and disseminate findings to help ensure continued community engagement and to support the future expansion of the program.

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7. Findings & Recommendations

Appendix A

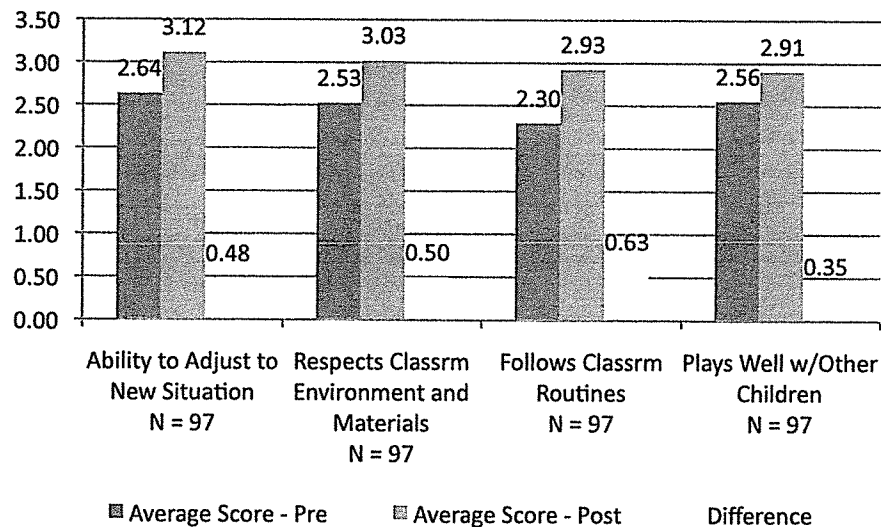
Summer Bridge Student Outcomes by Community

SAN RAFAEL (CANAL)

PRE/POST COMPARISON OF SUMMER BRIDGE PARTICIPANT SKILL CHANGE

San Rafael participants were least likely to already have had pre-school experience (31% reported approximately 1-20 hours of pre-school per week in the last 12 month). At the beginning of Summer Bridge, participants were, on average, observed to be doing the assessed skills some of the time. Pre-program mean scores ranged from 2.20 (enjoys and values reading) to 2.73 (gross motor skills). By the end of the program, mean scores across the domains reflect that, on average, participants were demonstrating most of the time with post-program mean scores ranging from 2.71 (enjoys and values reading) to 3.12 (ability to adjust to new situations). The largest overall growth occurred in participants following classroom routines, which showed an overall mean increase of 0.63. Large overall mean increases also occurred in participants' physical development in the use of scissors and tools for writing and drawing (0.59 and 0.54 increases, respectively) and their enjoyment of reading and respect for classroom environment (0.51 and 0.50 increases, respectively).

Figure A1SR. San Rafael Pre/Post Comparison of Social Development



F5M Summer Bridge Key Findings Report, 2010

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Figure A2SR. San Rafael Pre/Post Comparison of Cognitive Development

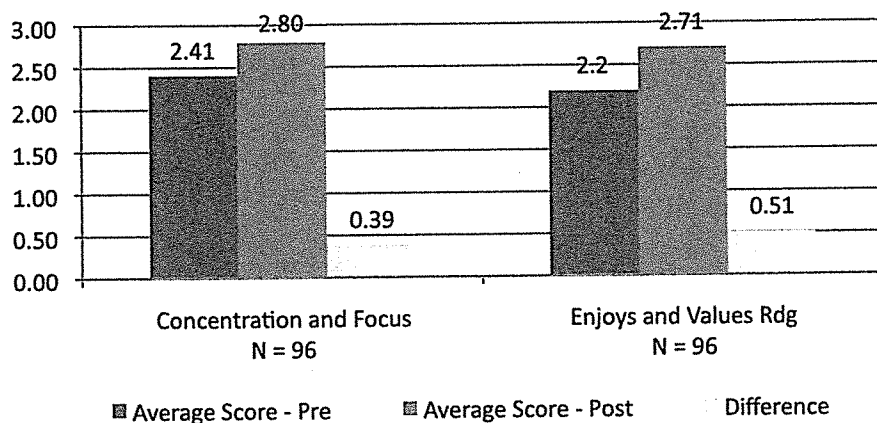


Figure A3SR. San Rafael Pre/Post Comparison of Physical Development

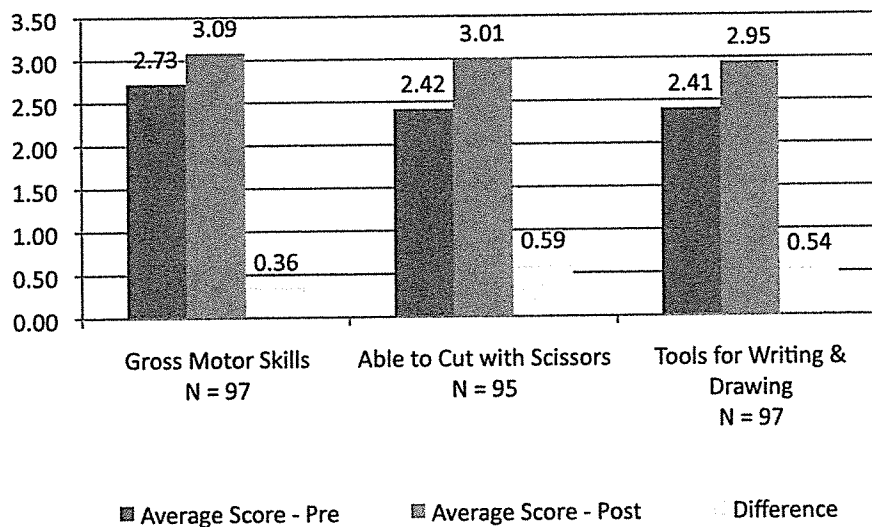
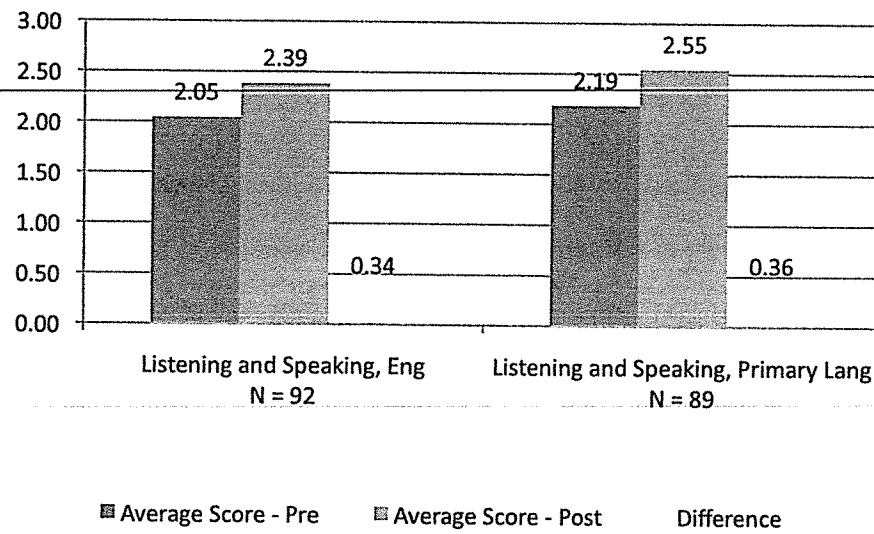


Figure A4SR. San Rafael Pre/Post Comparison of Language Development

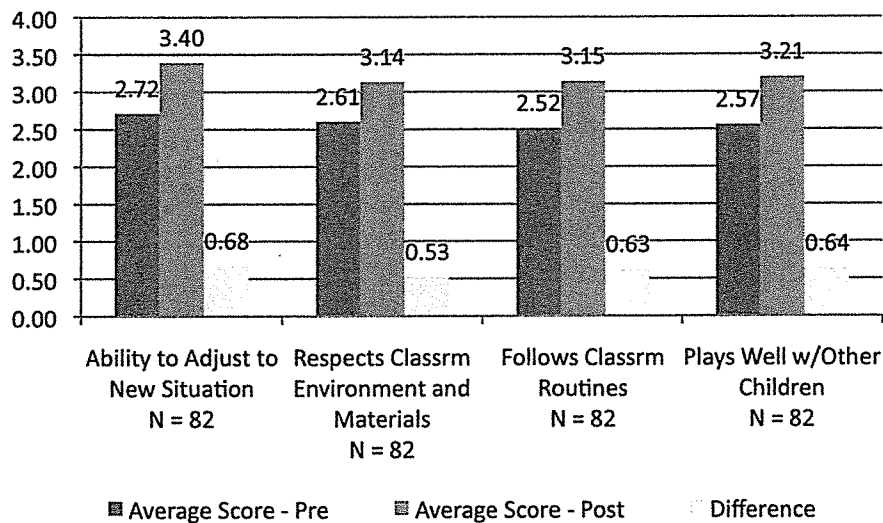


NOVATO

PRE/POST COMPARISON OF SUMMER BRIDGE PARTICIPANT SKILL CHANGE

Less than one-half of Novato participants had prior pre-school experience (46%), and most of the participants with prior preschool report attending a Head Start program for 1-20 hours per week. At the beginning of Summer Bridge, participants were, on average, observed to be doing most of the assessed skills some of the time. Pre-program mean scores ranged from 2.23 (enjoys and values reading) to 2.72 (gross motor skills, adjusts to new situations). By the end of the program, mean scores across the domains reflect that, on average, participants were demonstrating these skills most of the time, with post-program mean scores ranging from 2.78 (enjoys and values reading) to 3.40 (adjusts to new situations). Participants' ability to adjust to new situations also demonstrated the largest overall growth (0.68). Several items demonstrated growth in mean scores of approximately 0.65, including: playing well with other children, following classroom routines, cutting with scissors, and use of tools for writing and drawing.

Figure A1N. Novato Pre/Post Comparison of Social Development



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Figure A2N. Novato Pre/Post Comparison of Cognitive Development

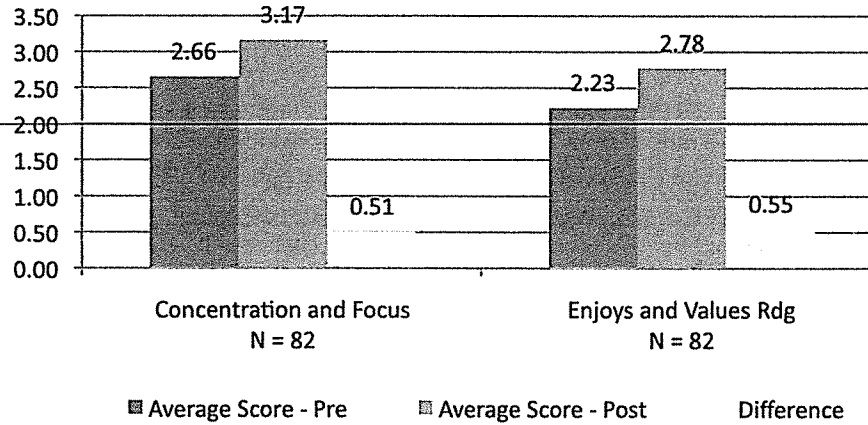
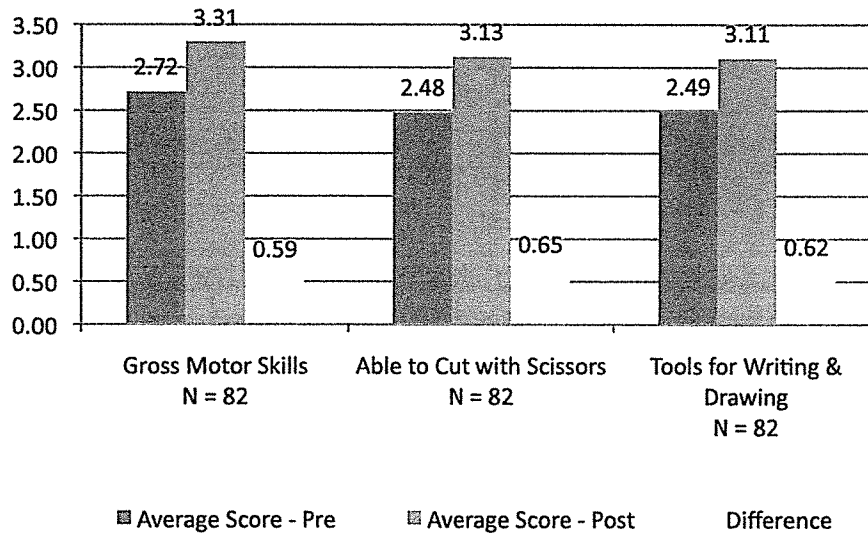


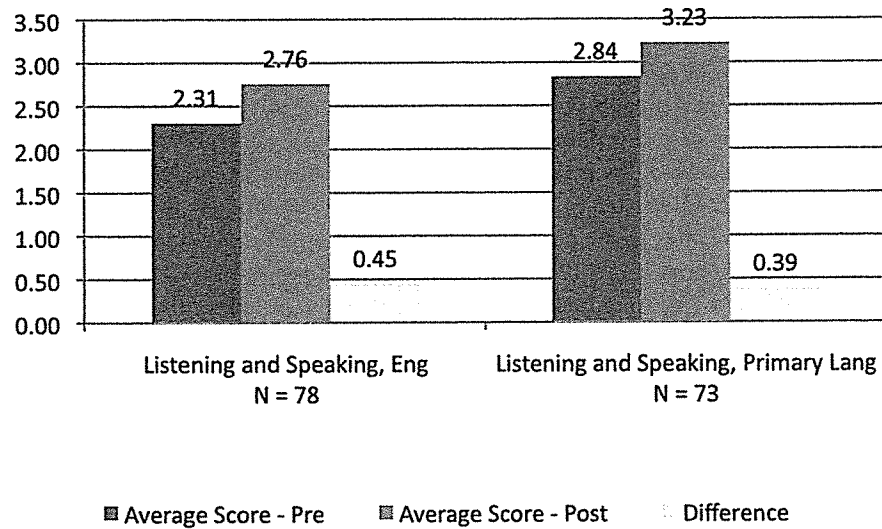
Figure A3N. Novato Pre/Post Comparison of Physical Development



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Figure A4N. Novato Pre/Post Comparison of Language Development



WEST MARIN/SHORELINE

PRE/POST COMPARISON OF SUMMER BRIDGE PARTICIPANT SKILL CHANGE

Just over one-half of West Marin/Shoreline participants had prior pre-school experience (54%) and most of the participants with prior preschool report attending a Head Start program for 1-20 hours per week. At the beginning of Summer Bridge, participants were, on average, observed to be doing most of the assessed skills most of the time; notably, average pre-program scores for gross motor skills reflect that all participants already were demonstrating these skills all of the time. Excluding gross motor skills, pre-program mean scores ranged from 2.60 (enjoys and values reading) to 3.64 (ability to adjust to new situations). By the end of the program, mean scores reflect that, on average, participants were demonstrating all skills most or all of the time, with post-program mean scores ranging from 3.12 (enjoys and values reading) to 3.89 (adjusts to new situations). The largest overall growth occurred in participants' enjoyment and value of reading, both of which showed an overall mean score increase of approximately 0.50.

Figure A1WM. Shoreline Pre/Post Comparison of Social Development

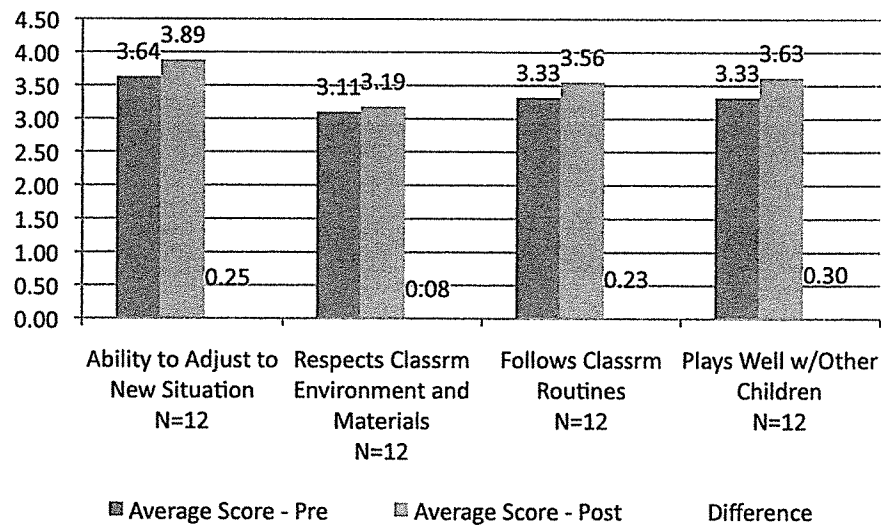


Figure A2WM. Shoreline Pre/Post Comparison of Cognitive Development

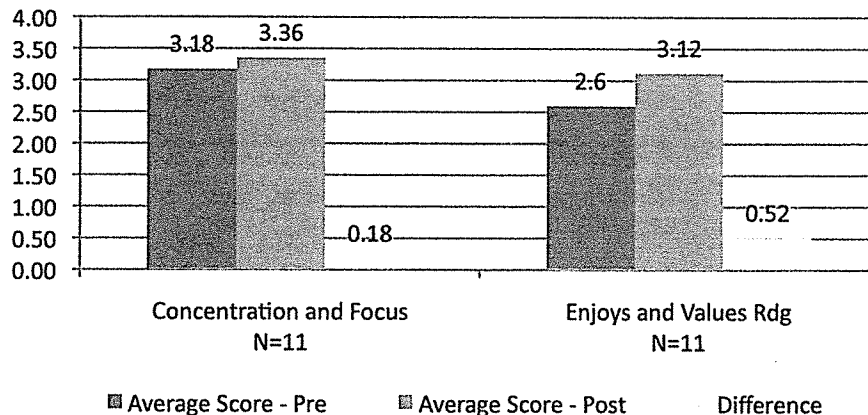


Figure A3WM. Shoreline Pre/Post Comparison of Physical Development

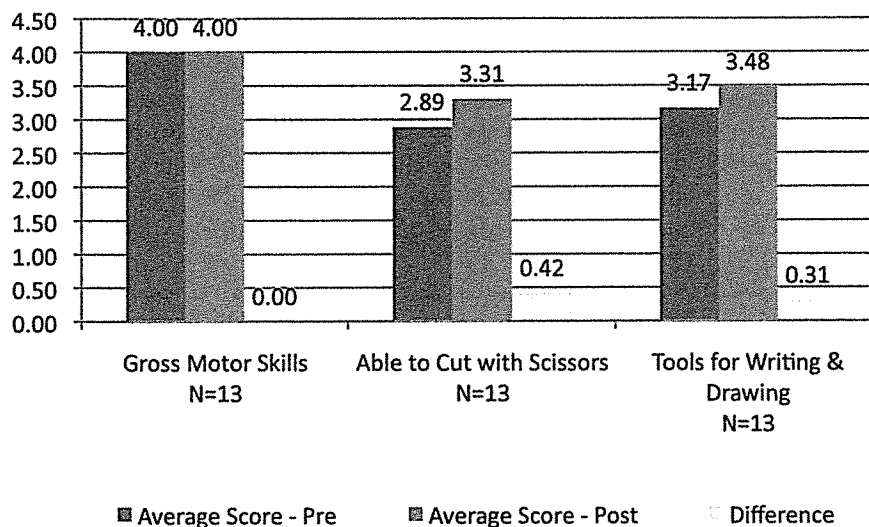
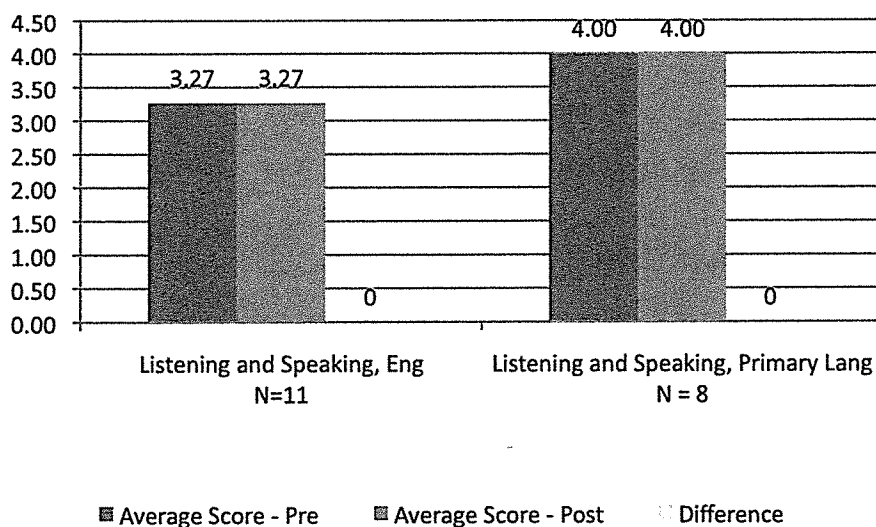


Figure A4WM. Shoreline Pre/Post Comparison of Language Development



MARIN CITY/SAUSALITO

PRE/POST COMPARISON OF SUMMER BRIDGE PARTICIPANT SKILL CHANGE

A little over one-half of Marin City/Sausalito participants attended preschool in the last 12 months (57%), and most of the participants with prior preschool report attending a Head Start program for 1-20 hours per week. At the beginning of Summer Bridge, participants were, on average, observed to be doing most of the assessed skills some of the time. Pre-program mean scores ranged from 2.29 (able to cut with scissors) and 3.30 (respects classroom environment and materials to 2.58 (gross motor skills). By the end of the program, mean scores reflect that, on average, participants were demonstrating these skills most of the time, with mean scores ranging from 2.95 (able to cut with scissors) to 3.19 (gross motor skills). The largest overall growth occurred in participants' use of tools for writing (0.76 increase) as well as their following classroom routines (0.73 increase).

Figure A1MC. Marin City Pre/Post Comparison of Social Development

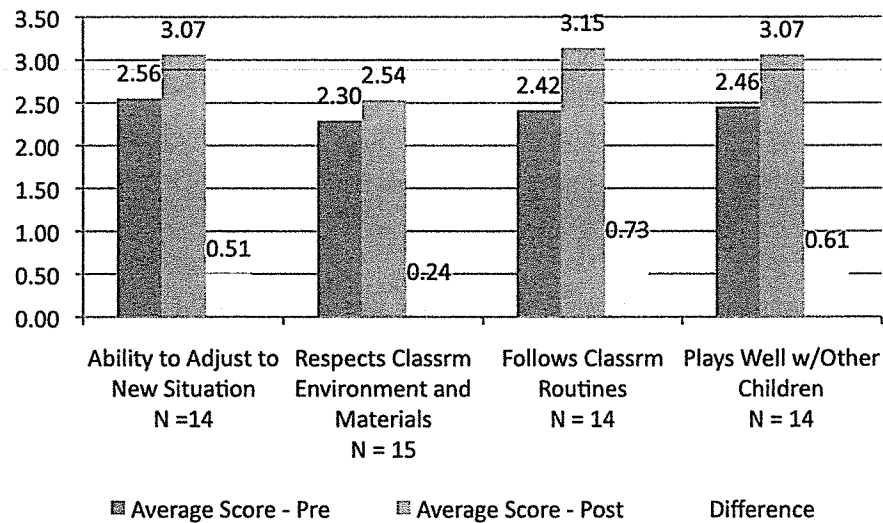
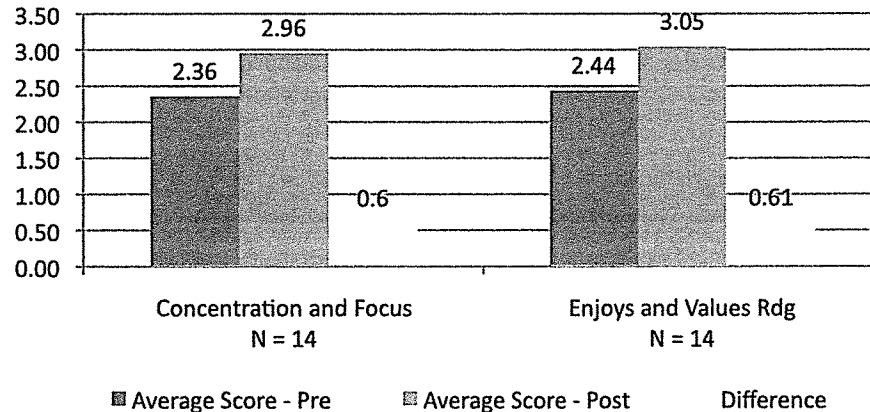


Figure A2MC. Marin City Pre/Post Comparison of Cognitive Development



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Figure A3MC. Marin City Pre/Post Comparison of Physical Development

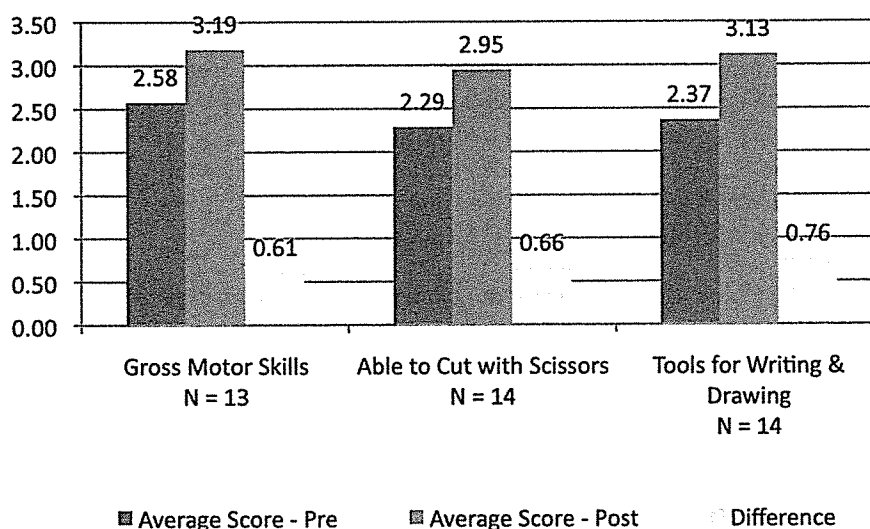
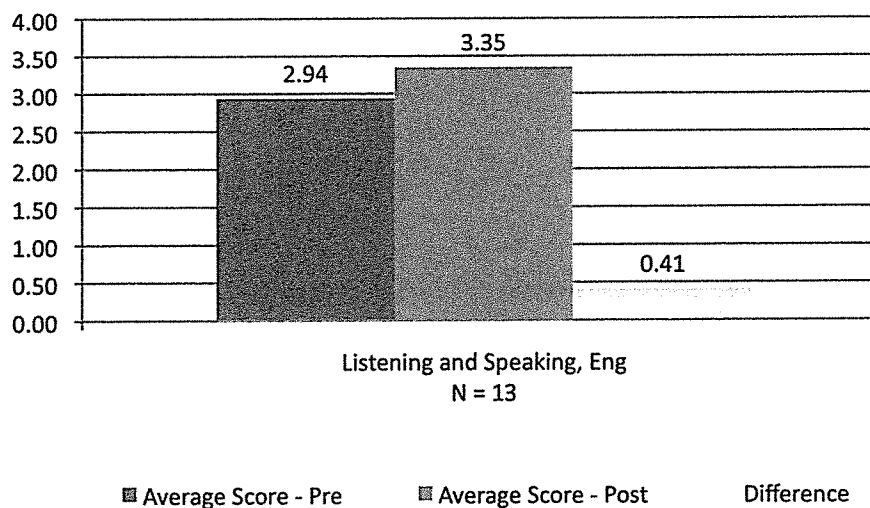


Figure A4MC. Marin City Pre/Post Comparison of Language Development



SAN GERONIMO VALLEY

PRE/POST COMPARISON OF SUMMER BRIDGE PARTICIPANT SKILL CHANGE

Overall, San Geronimo Valley Summer Bridge participants were the most likely to have had pre-school experience (85%) in the last 12 months, with most these participants attending a local preschool for 1-20 hours per week. Valley participants also began the program with the somewhat higher levels of proficiency in each of the developmental domains; however, consistent gains were achieved. Pre-program mean scores ranged from 2.47 (plays well with other children) to 3.58 (follows classroom routines). At the end of Summer Bridge, on average, participants were demonstrating nearly all of the assessed skills all of the time⁸, with post-program mean scores ranging from 3.20 (plays well with other children) to 3.93 (enjoys and values reading). The largest overall growth occurred in participants' concentration and focus (.90), ability to adjust to new situations (0.84 increase) and playing well with other children (0.73 increase).

Figure A1V. Valley Pre/Post Comparison of Social Development

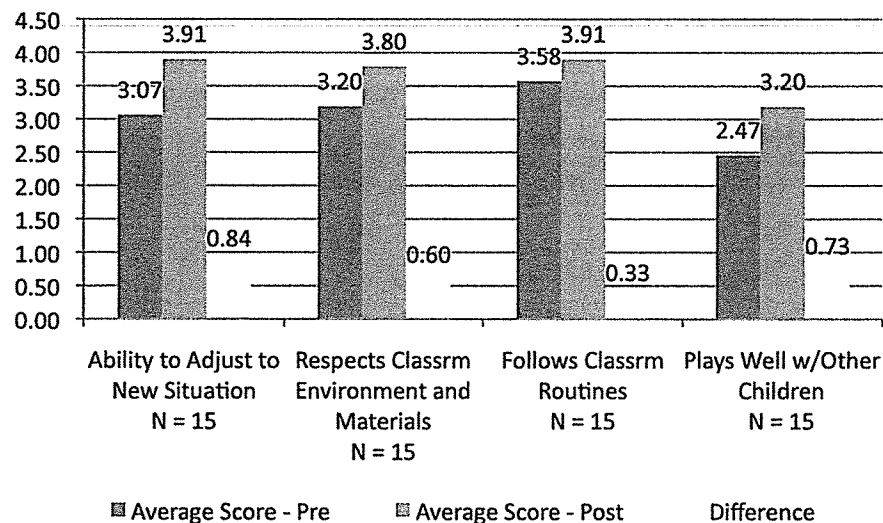


Figure A2V. Valley Pre/Post Comparison of Cognitive Development

⁸ Not enough pre-post data related to language development were available to compare means.

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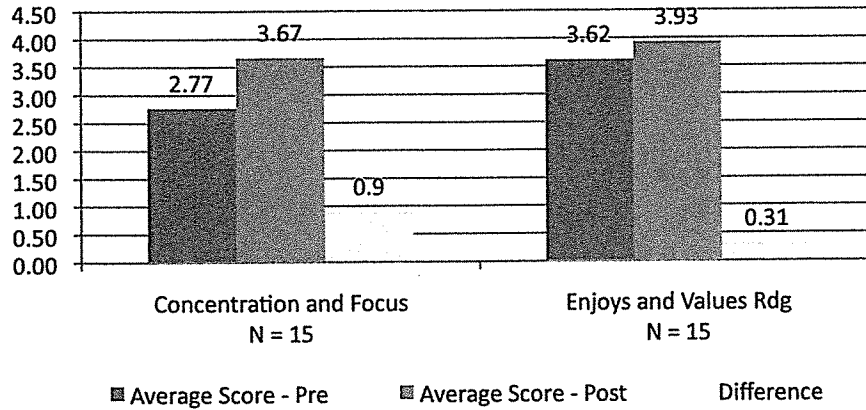
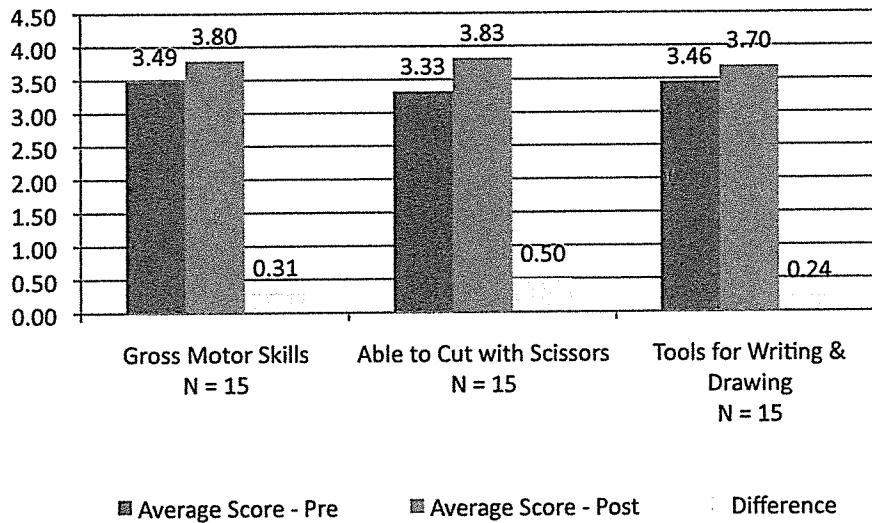


Figure A3V. Valley Pre/Post Comparison of Physical Development



Appendix B

Summer Bridge Parent Survey Findings by Community

SAN RAFAEL (CANAL), N = 91

FAMILY SURVEY FINDINGS

Families were extremely positive in their assessment of the San Rafael Summer Bridge program, indicating they were either very satisfied (71%) or satisfied (28%) with the program. Responding family members were also positive in their assessment of the program's impact on their child's readiness for school (3.52 on a 4-point scale) and ability to get along with other children (3.63), as well as their own preparedness to participate in their child's classroom (3.57). Respondents were most positive in their assessment of the program's impact on their understanding of their child's feelings and behavior supporting their child in and making healthy choices. They were also positive about how to help their child do well in school (2.82 on a 3-point scale) as well as involving their family in the natural work (2.83). Since participating in Summer Bridge, families report, on average, that they are doing several different supportive activities a little more often, including reading to their child for more than five minutes (2.33 on a 3-point scale).

Figure B1SR. San Rafael Parent Satisfaction Findings

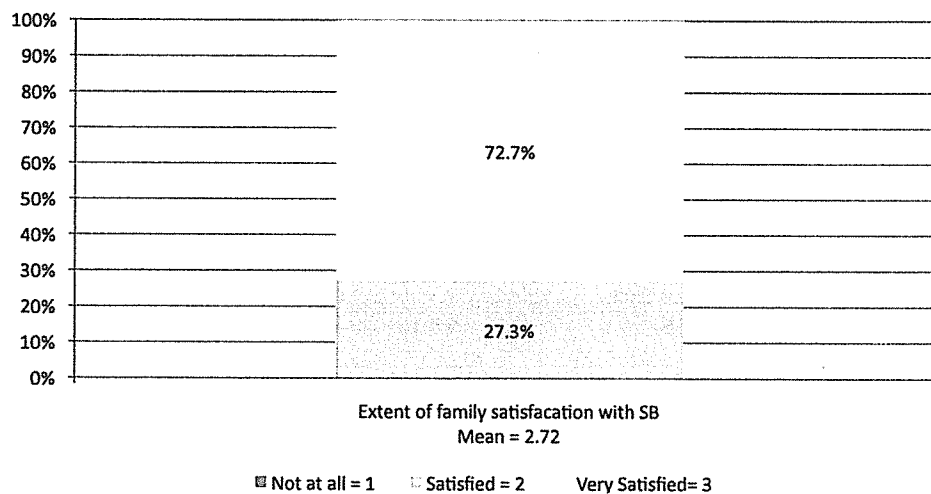
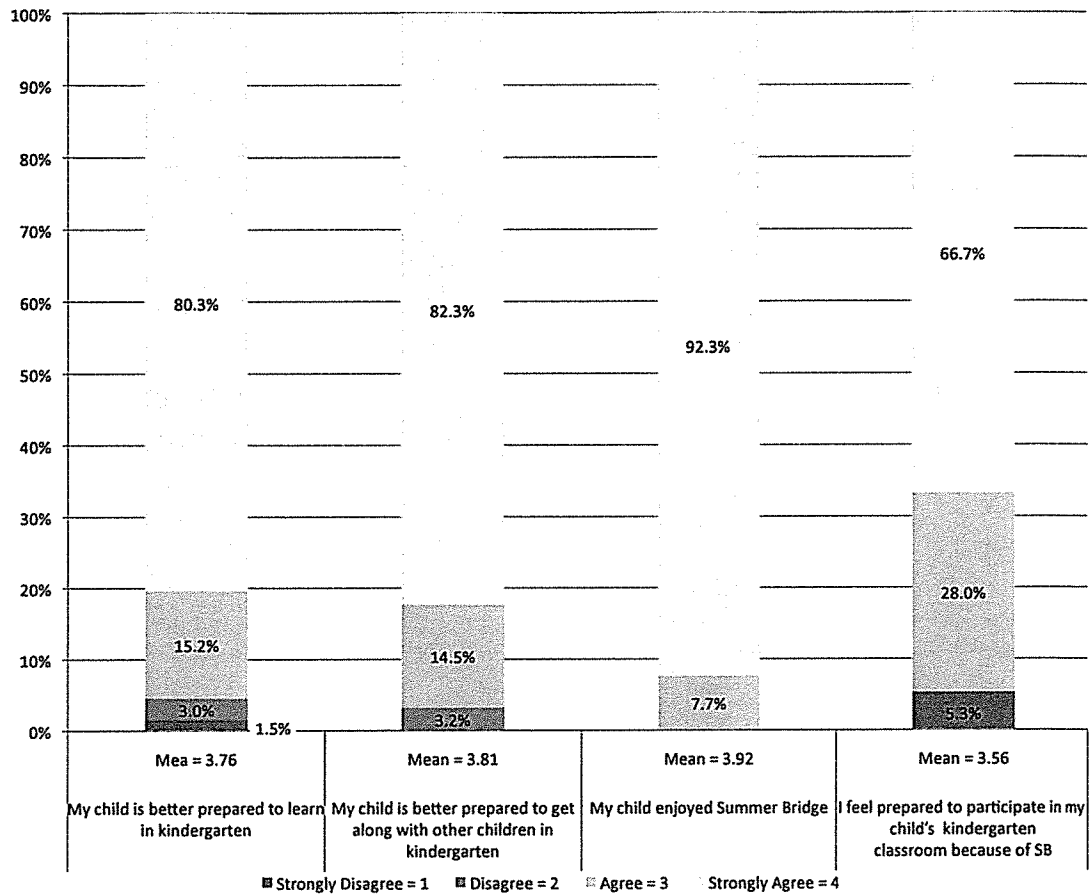


Figure B2SR. San Rafael Benefits of the Summer Bridge Program for My Child



F5M Summer Bridge Key Findings Report, 2010

Appendices

Figure B3SR. San Rafael Frequency of Supportive Activities Following Summer Bridge

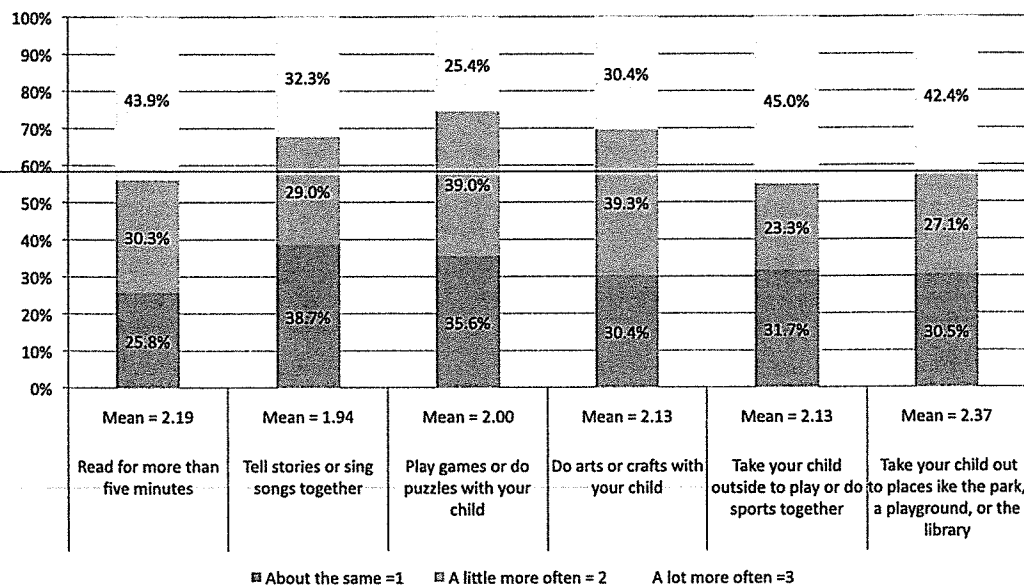
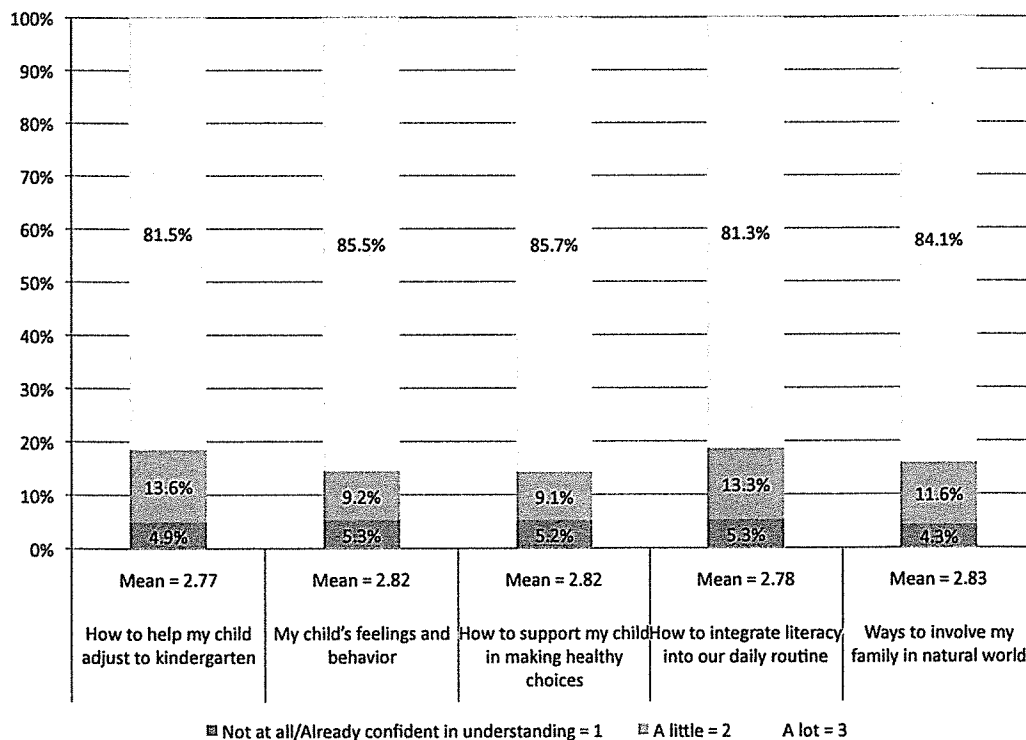


Figure B4SR. San Rafael Family Workshops' Contributions

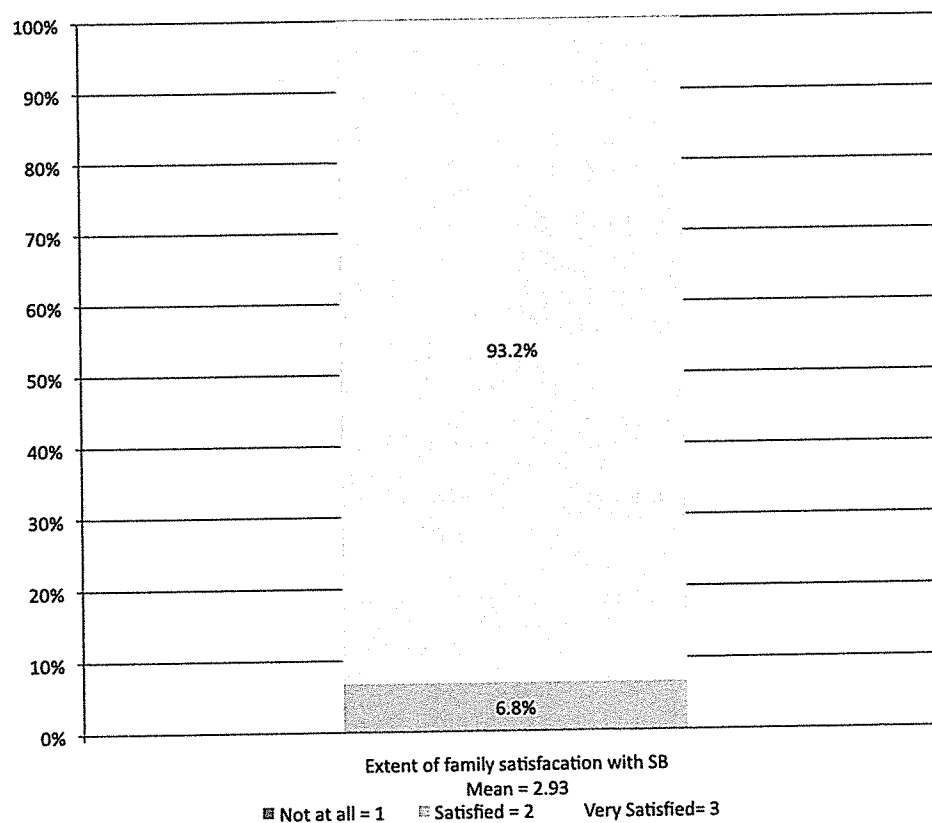


NOVATO, N = 76

FAMILY SURVEY FINDINGS

Families were extremely positive in their assessment of the Novato Summer Bridge program, indicating they were either very satisfied (93%) or satisfied (7%) with the program. Responding family members were also positive in their assessment of the program's impact on their child's readiness for school (3.76 on a 4-point scale) and ability to get along with other children (3.81), as well as their own preparedness to participate in their child's classroom (3.56). Respondents were most positive in their assessment of the program's impact on their understanding of how to integrate literacy into their daily routine (2.88 on a 3-point scale) as well as involving their family in the natural work (2.91). Since participating in Summer Bridge, families report, on average, that they are doing several different supportive activities a little more often, including taking their child to the park, playground, or library (2.37 on a 3-point scale).

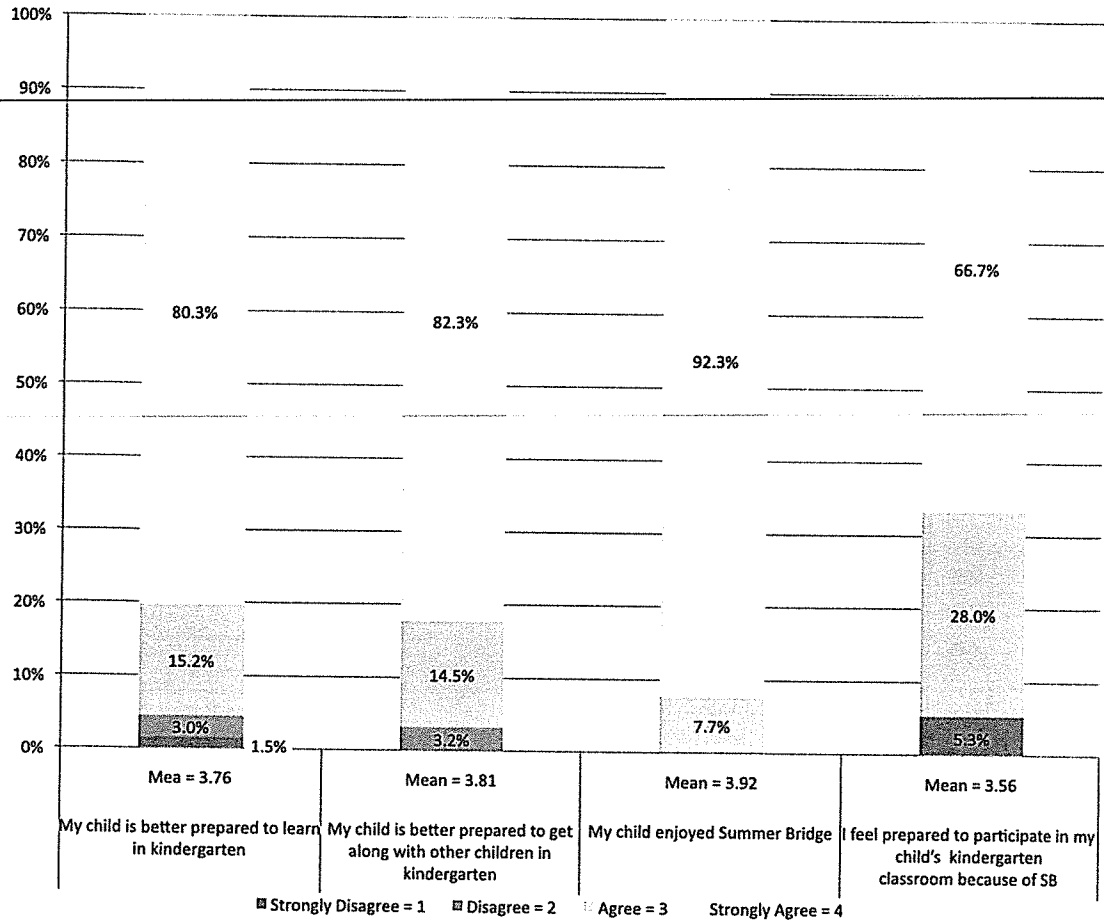
Figure B1N. Novato Parent Satisfaction Findings



F5M Summer Bridge Key Findings Report, 2010

Appendices

Figure B2N. Novato Benefits of the Summer Bridge Program for My Child



F5M Summer Bridge Key Findings Report, 2010

Appendices

Figure B3. Novato Frequency of Supportive Activities Following Summer Bridge

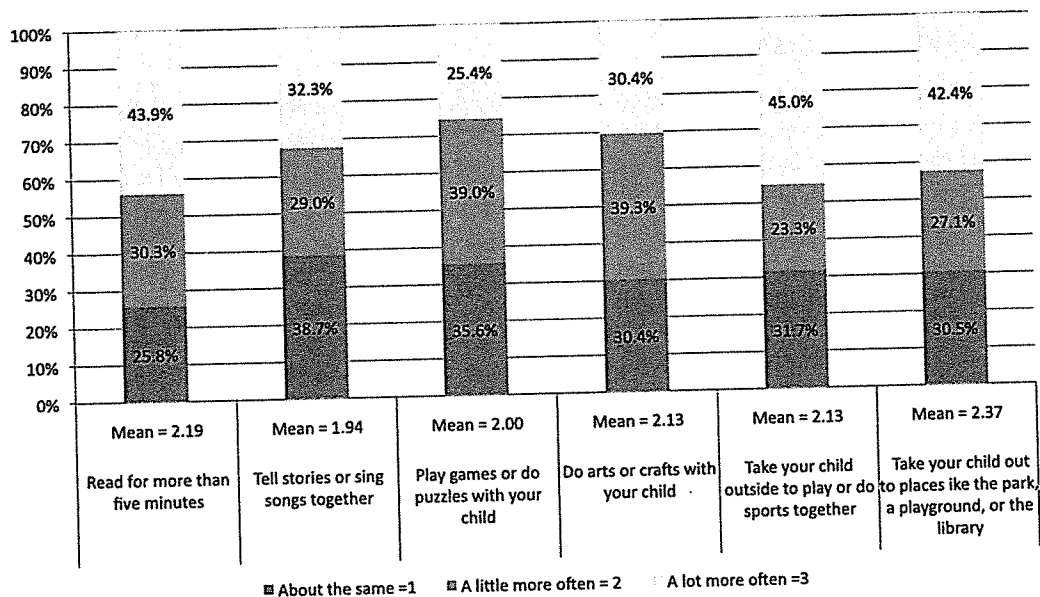
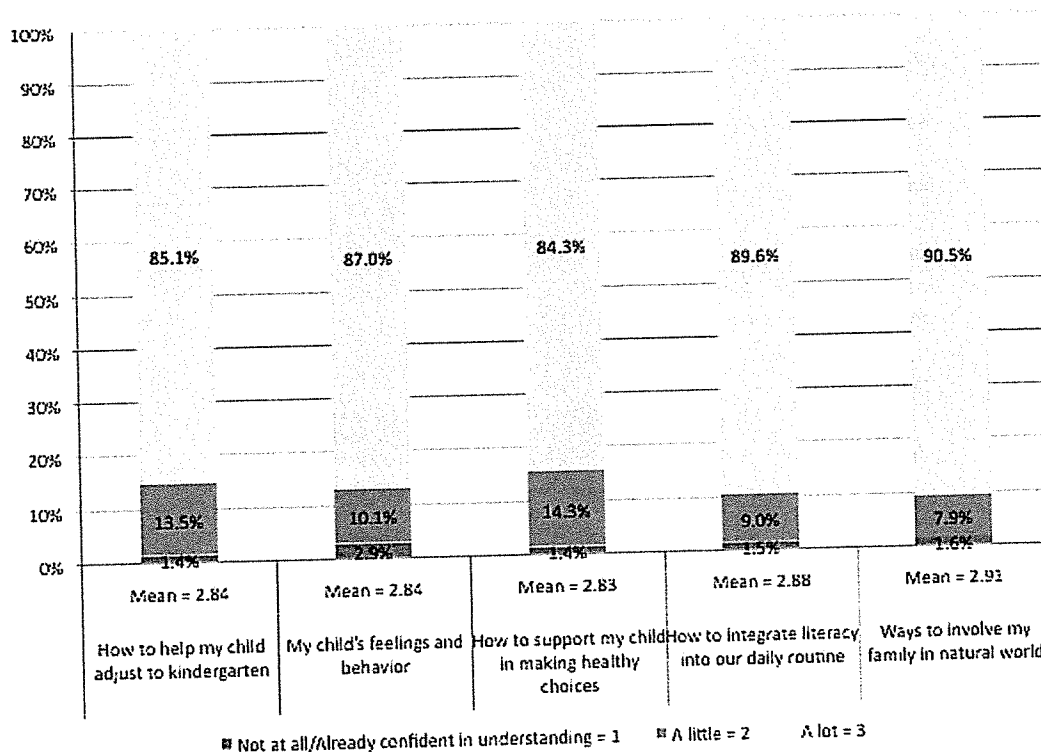


Figure B4N. Novato Family Workshops' Contributions



F5M Summer Bridge Key Findings Report, 2010

Appendices

MARIN CITY/SAUSALITO N = 14 FAMILY SURVEY FINDINGS

Families were extremely positive in their assessment of the Marin City/Sausalito Summer Bridge program, indicating they were either very satisfied (92%) or satisfied (8%) with the program. Responding family members were also positive in their assessment of the program's impact on their child's readiness for school and ability to get along with other children (both rated 3.79 on a 4-point scale). They also indicated their own preparedness to participate in their child's classroom (3.92). Respondents were most positive in their assessment of the program's impact on their understanding of supporting their child in and making healthy choices and how to integrate literacy into their daily routine (2.93 on a 3-point scale) as well as involving their family in the natural work (2.86). Since participating in Summer Bridge, families report, on average, that they are doing several different supportive activities a lot more often, including playing games or doing puzzles together (2.85 on a 3-point scale).

Figure BMC1. Marin City/Sausalito Parent Satisfaction Findings

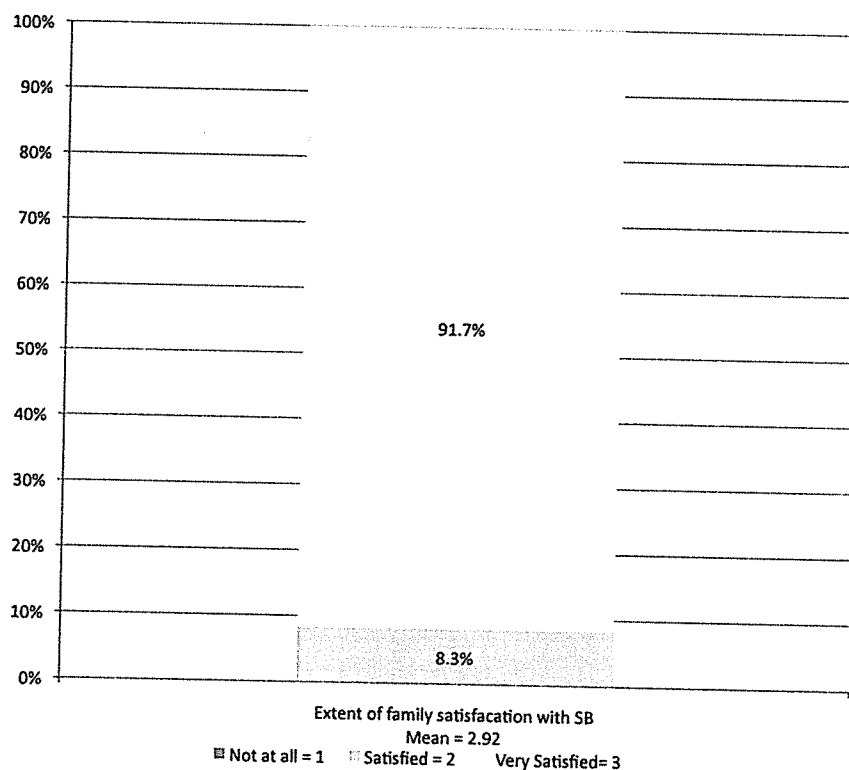
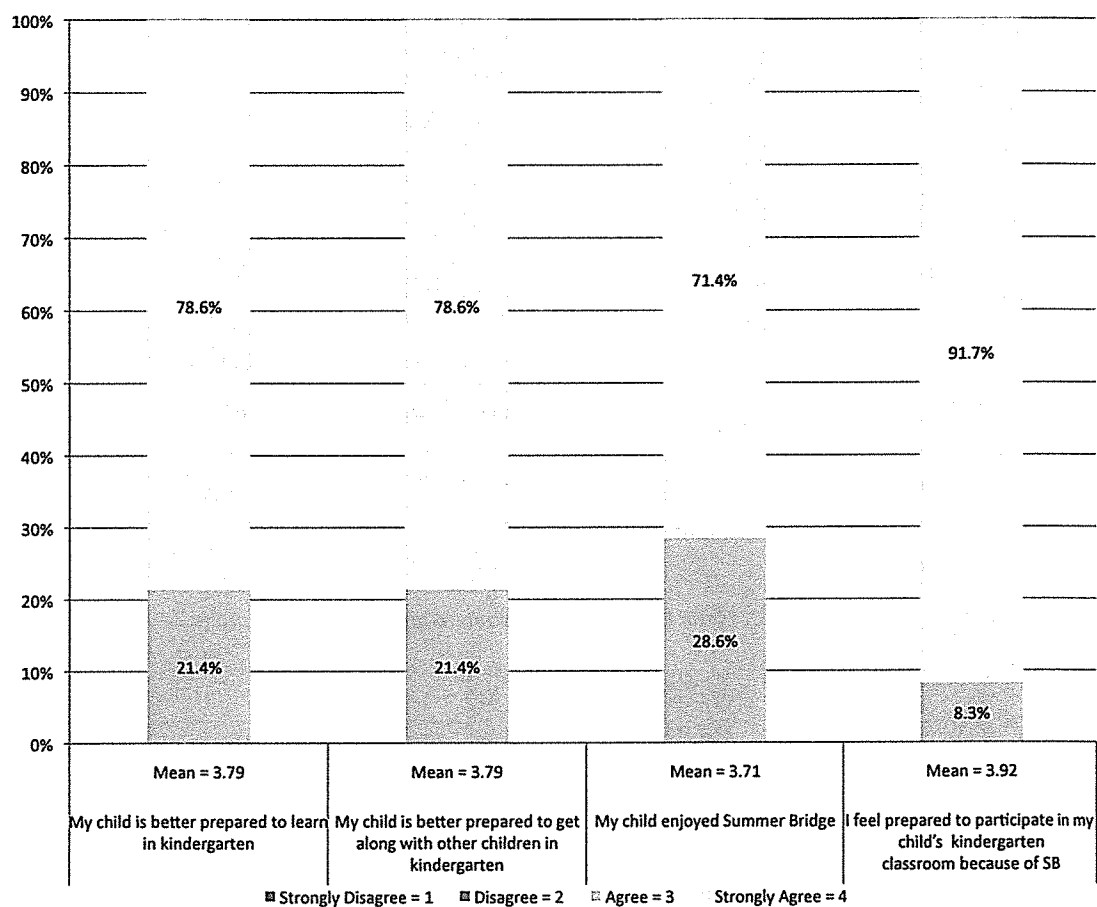


Figure B2MC. Marin City/Sausalito Benefits of the Summer Bridge Program for My Child



F5M Summer Bridge Key Findings Report, 2010

Appendices

Figure B3MC. Marin City/Sausalito Frequency of Supportive Activities Following Summer Bridge

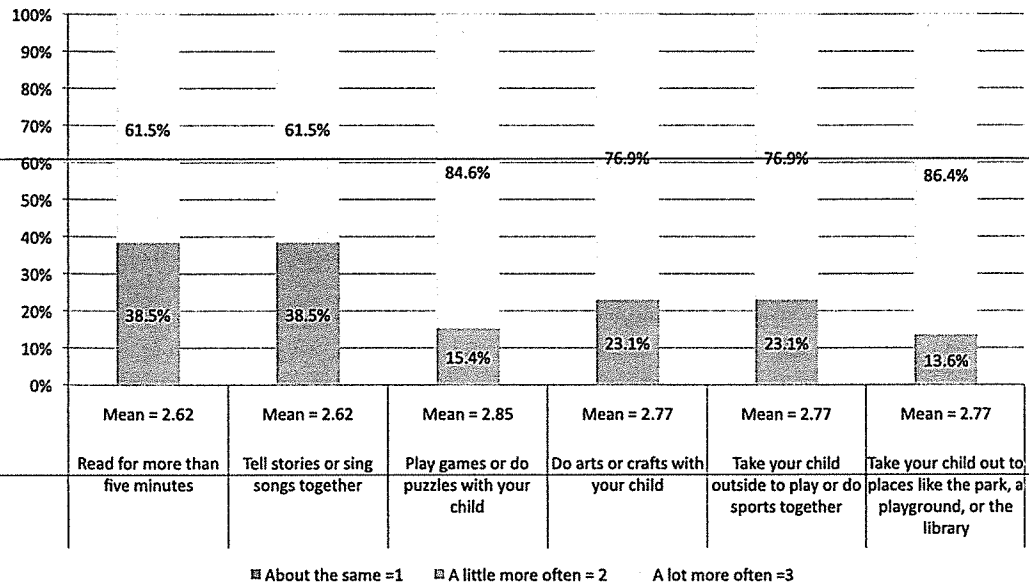
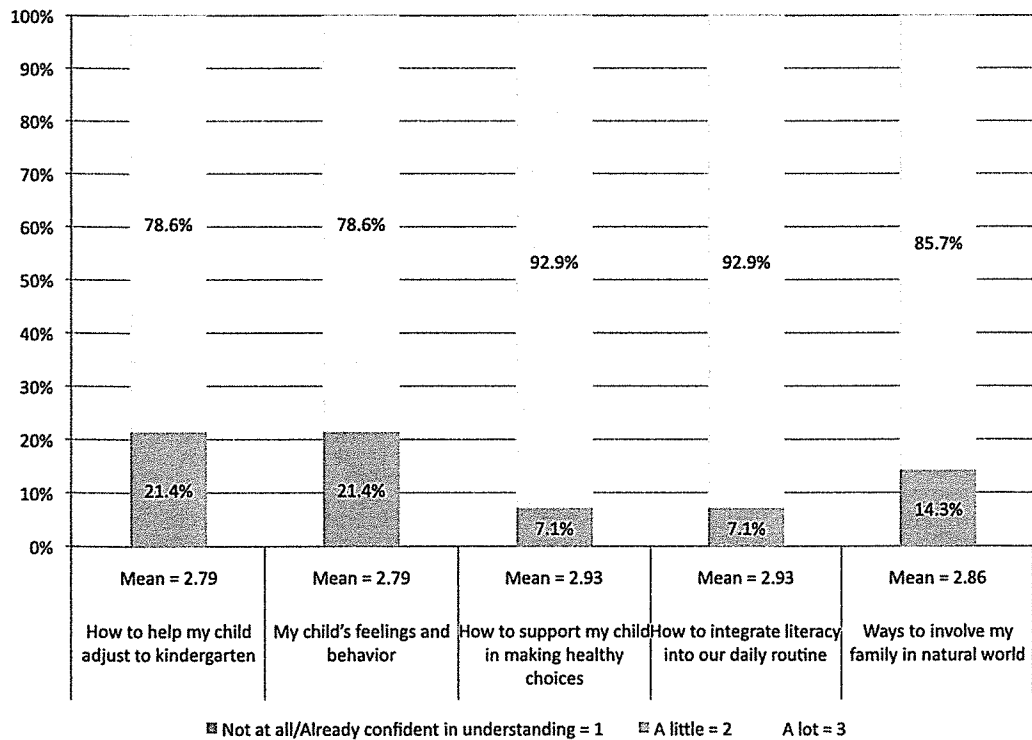


Figure B4MC. Marin City/Sausalito Family Workshops Contributions



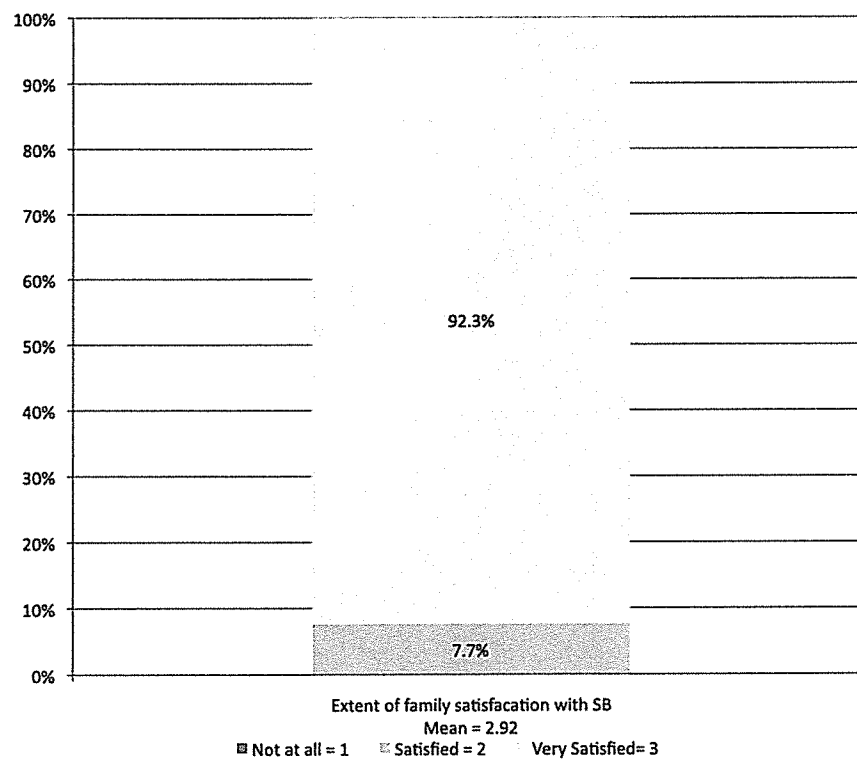
F5M Summer Bridge Key Findings Report, 2010

Appendices

SAN GERONIMO VALLEY, N = 13 FAMILY SURVEY FINDINGS

Families were extremely positive in their assessment of the San Geronimo Valley Summer Bridge program, indicating they were either very satisfied (92%) or satisfied (8%) with the program. Responding family members were also positive in their assessment of the program's impact on their child's readiness for school and ability to get along with other children (both rated 3.77 on a 4-point scale). They also indicated their own preparedness to participate in their child's classroom (3.77). Respondents were most positive in their assessment of the program's impact on their understanding of supporting their child in making healthy choices (2.92 on a 3-point scale), how to integrate literacy into their daily routine (2.85), and how to help their child adjust to kindergarten (2.85). Since participating in Summer Bridge, approximately two-fifths or more of families report that they are doing supportive activities a little or a lot more often.

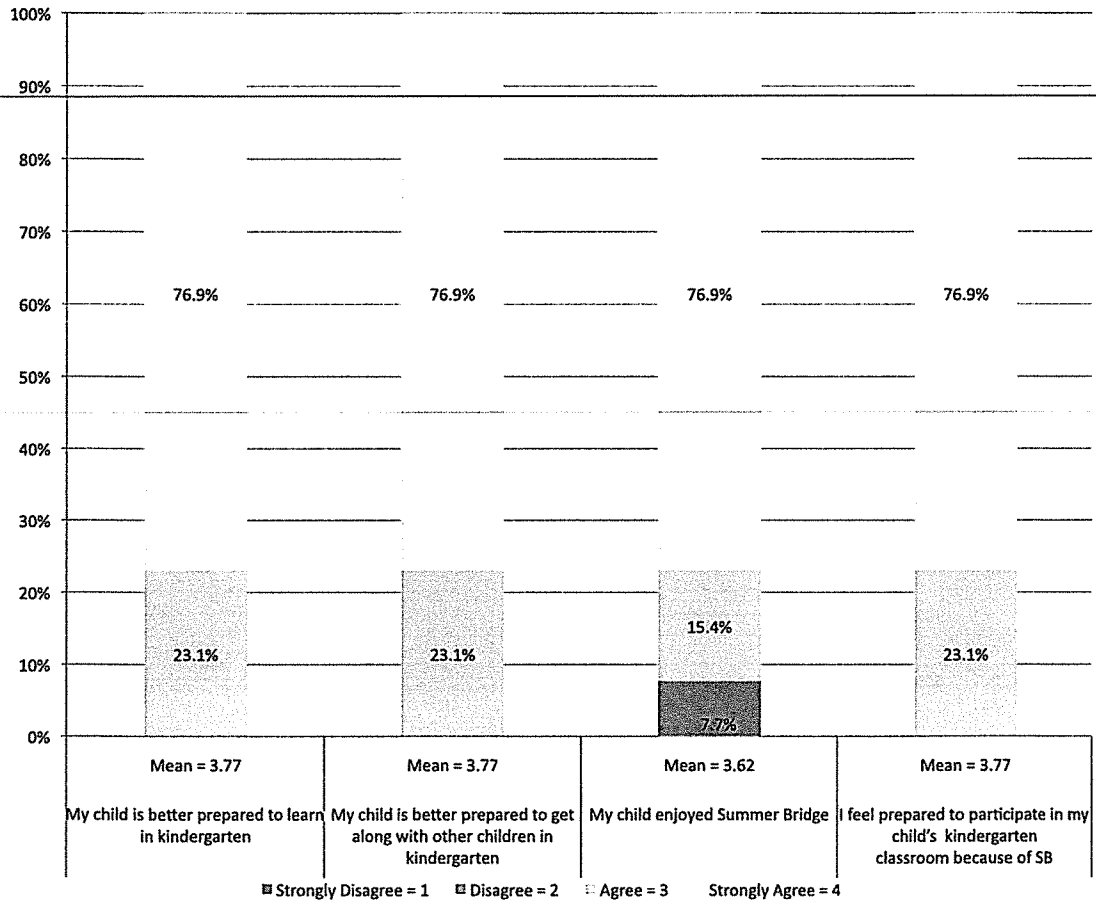
Figure B1V. San Geronimo Valley Parent Satisfaction Findings



F5M Summer Bridge Key Findings Report, 2010

Appendices

Figure B2V. San Geronimo Valley Benefits of the Summer Bridge Program for My Child



F5M Summer Bridge Key Findings Report, 2010

Appendices

Figure B3V. San Geronimo Valley Frequency of Supportive Activities Following Summer Bridge

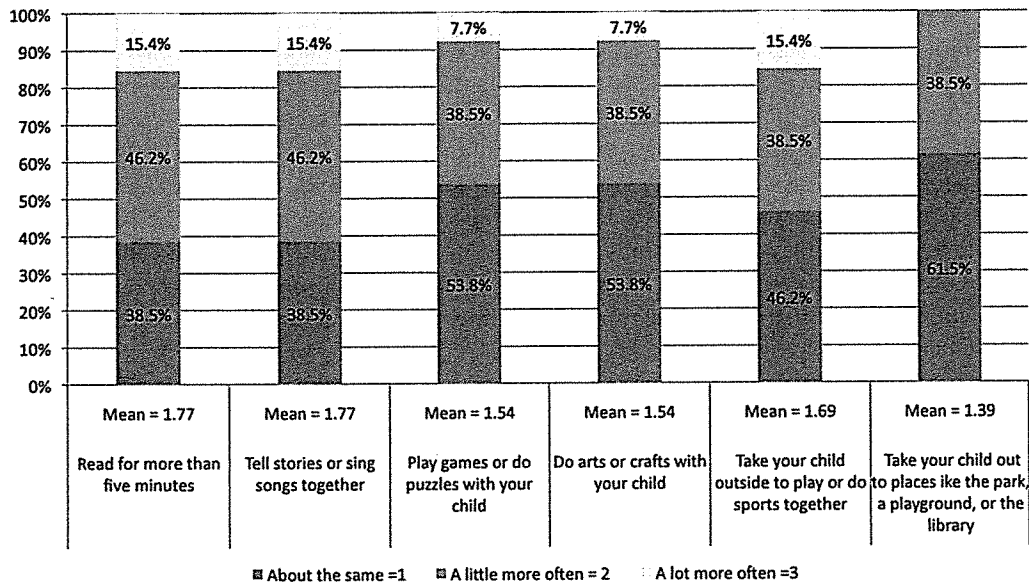
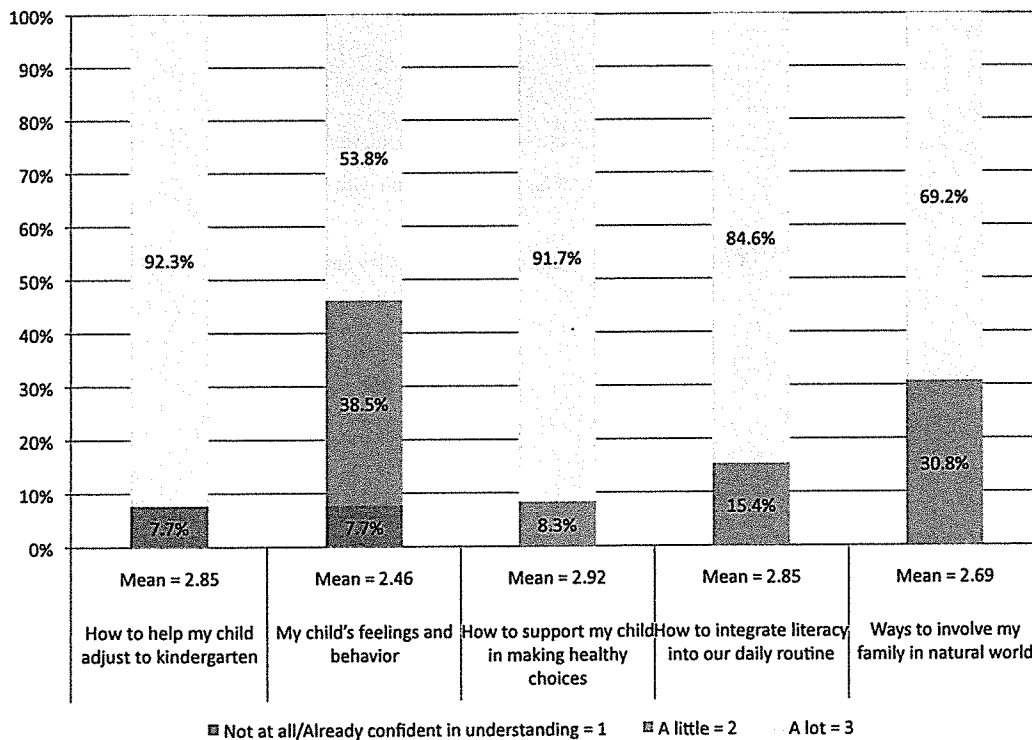


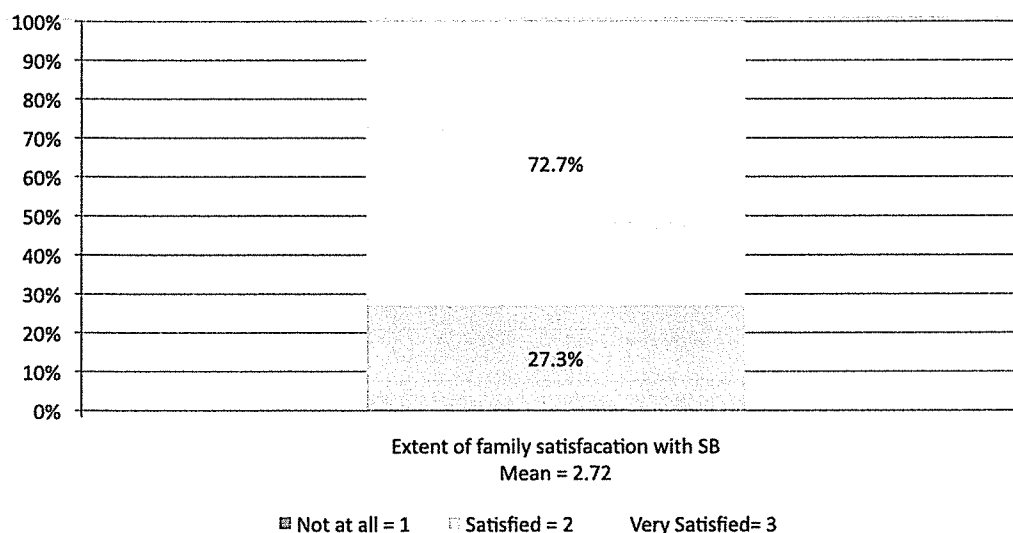
Figure B4V. San Geronimo Valley Family Workshops' Contributions



WEST MARIN/ShORELINE, N=11**PARENT SURVEY FINDINGS**

Families were extremely positive in their assessment of the West Marin/Shoreline Summer Bridge program, indicating they were either very satisfied (73%) or satisfied (27%) with the program. Responding family members were also positive in their assessment of the program's impact on their child's readiness for school and ability to get along with other children (100% responding positively), as well as their own preparedness to participate in their child's classroom (82%). Respondents were most positive in their assessment of the program's impact on their understanding of supporting their child in making healthy choices (2.92 on a 3-point scale), how to integrate literacy into their daily routine (2.85), and how to help their child adjust to kindergarten (2.85). Since participating in Summer Bridge, with little to no exception, respondents are interacting with their child more frequently through reading, talking, and/or playing.

Figure B1WM. Shoreline Parent Satisfaction Findings



F5M Summer Bridge Key Findings Report, 2010

Appendices

Figure B2WM. Shoreline Benefits of the Summer Bridge Program for My Child

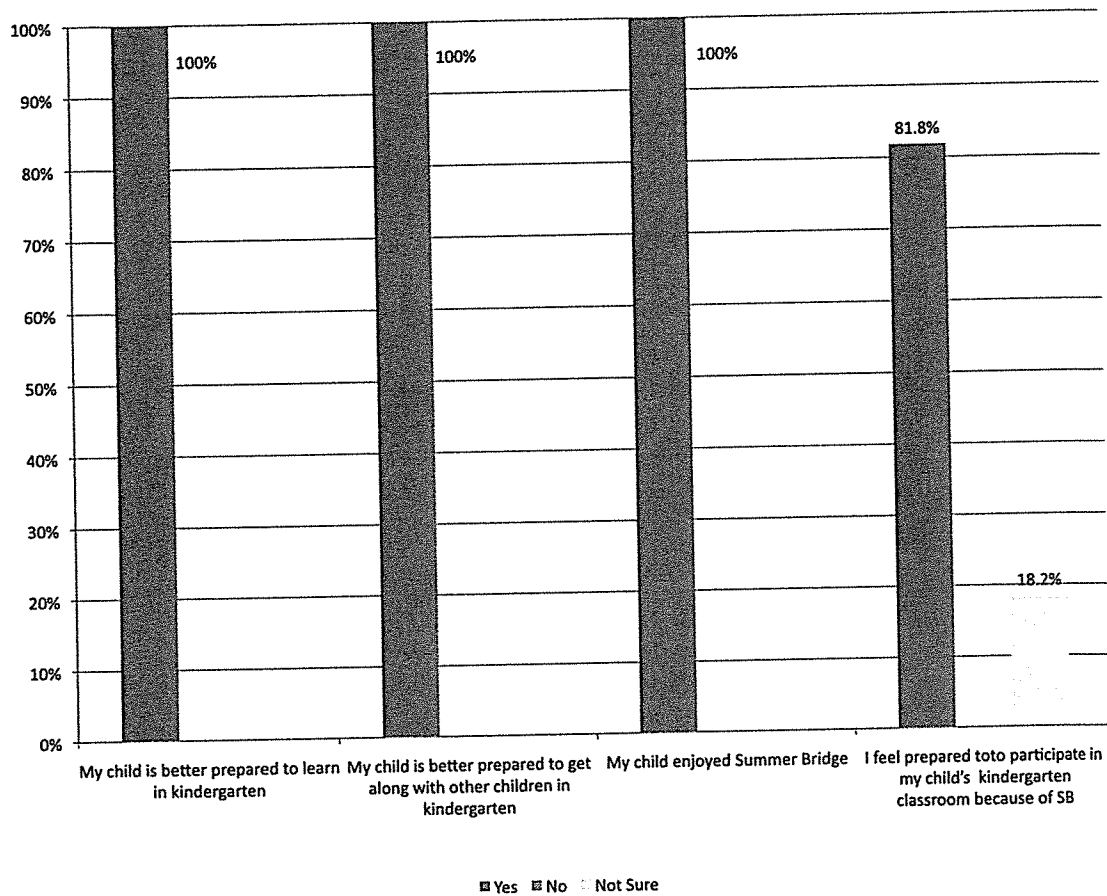


Figure B3WM. Shoreline Increased Frequency of Supportive Activities

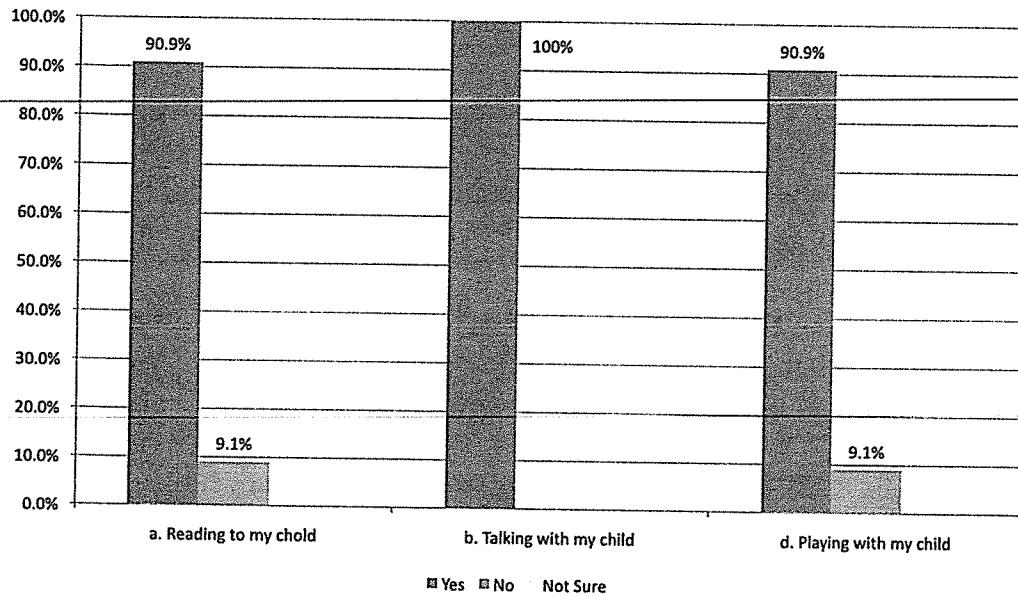
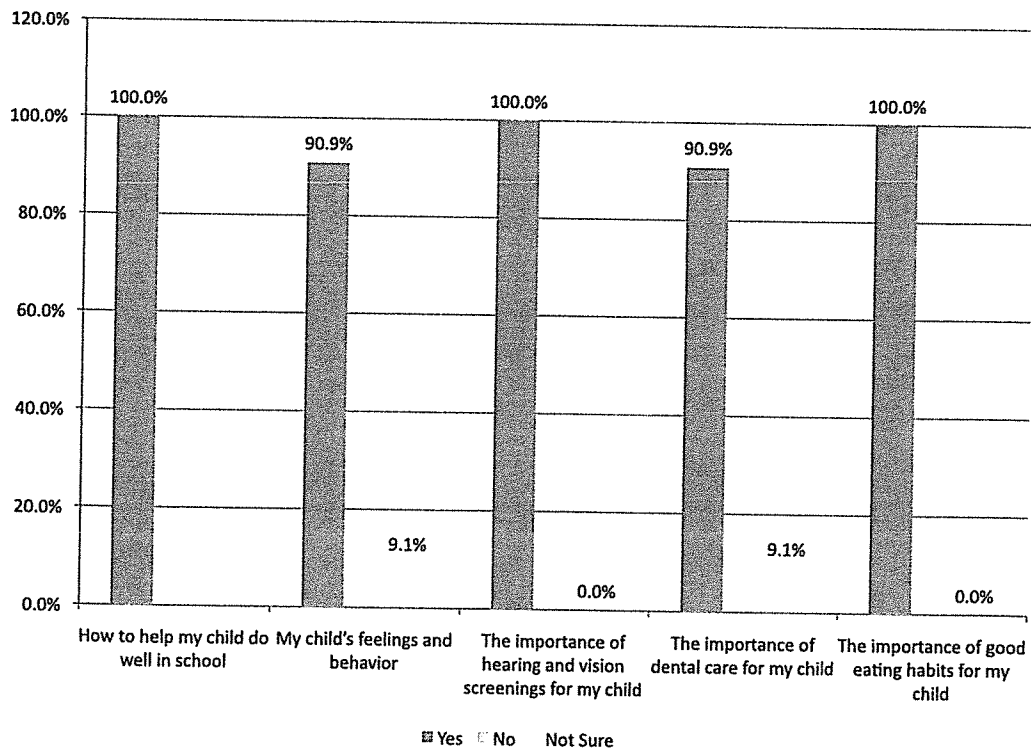


Figure B4WM. Shoreline Family Workshops' Contributions



Sausalito Marin City School District Minutes

Created: March 08, 2011 at 03:57 PM

February 17, 2011

February 17, 2011

Thursday, 05:45 PM

District Office
630 Nevada Street
Sausalito

Attendees

Karen Benjamin
Thomas Newmeyer
Shirley Thornton
Mark Trotter
William Ziegler
Debra Bradley

non-voting

Meeting Minutes

Others in Attendance: Jon Bontz, Mill Valley Soccer Club; Martin Blake and Richard Gunn, Marin Highlanders Rugby Club; Jack and Mrs. Schwartz, Alison Neufeld, Felicia Gaston, Kerry Peirson, Rafael Durr, Paul Austin, Carol Cooper, Bruce Huff, Jonnette Newton, Clark Warden, Julius Holtzclaw, Susan Cassidy, Trellis Condra, Jerry Hardyman, Natasha Griffin, Carmen Rivera, Debra Moore, Mark Tong, Forrest Corson, Orlando Wiggins, Homer Hall, Nancy Johnson, Alexis Wise, Leslie Alden, Kerry Peirson, Margie Bonardi and Kathy Blazei taking minutes

CALL TO ORDER

Minutes

President Newmeyer called the meeting to order at 5:45 pm.

1. Addressing the Board Prior to Closed Session (D)

Persons wishing to address the Board on items on the closed session agenda may do so at this time. (Turn in completed card; 3-minute time limit for presentation.)

Minutes

Carmen Rivera, Teacher, conveyed that she did not believe she would be renewed as a teacher, despite the strong skills she brought to the District.

Natasha Griffin, Teacher, observed that since joining the District in the Fall 2001, she had seen many teachers come and go, including three principals in three years; staff morale is very low. Ms. Griffin stated that staff deserves respect for what they do; she attributed turnover and morale to a lack of administrative leadership and requested the Board keep this in mind during evaluations.

Debra Moore, Teacher, added that site leadership sets the tone for the staff as well. No one has reached out to staff.

CLOSED SESSION

1. With respect to every item of business to be discussed pursuant to Government Code**54957: PERSONNEL (V)**

The Board will meet with District Legal Counsel, Alison Neufeld.

2. With respect to every item of business to be discussed in closed session pursuant to Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR (V)

Chief Negotiator for Sausalito Marin City School District: Alison Neufeld

Negotiations with: Sausalito District Teachers Association (SDTA)

OPEN SESSIONMinutes

Open session was convened at 7:10 pm.

1. Report Out from Closed Session (V)Minutes

President Newmeyer reported out that the Board had voted unanimously in closed session to authorize non-reelection of classroom teacher #47051 (Resolution #631).

2. Pledge of Allegiance (D)Minutes

Vice President Mark Trotter led the Pledge of Allegiance.

3. Approval of Agenda Order (V)Minutes

M/s/c Trotter/Thornton/all to remove Item #1 under Administrative and External and approve the remaining agenda order

Motion made by: Mark Trotter

Seconded by: Shirley Thornton

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

4. Addressing the Board Prior to the Open Session (D)

Persons wishing to address the Board on open session items on the agenda or items not on the agenda may do so at this time. (Turn in completed card; 3-minute time limit for presentation. Regarding comments on items that are not on the agenda, Board members may listen to your presentation but are prohibited by the Brown Act from making a response.)

Minutes

Paul Austin, Marin City Parks and Recreation, spoke in favor of upgrades to the Martin Luther King, Jr. Academy athletic field. He asked the Board to take into consideration who uses field and for how much time. He observed that children/youth use the field for Little League, softball and summer baseball. The recreation portion of the new extended day program will increase field need. The field is underutilized and it needs to be kept up.

Jack Schwartz, President of the Sausalito Marin City Little League, conveyed that Little League wants to continue to practice and play on the Martin Luther King, Jr. Academy athletic field.

RECOGNITION**1. Recognition of Mr. Tony Agapinan (D)**

The Board will acknowledge the contributions of Mr. Tony Agapinan to the young people of our community and specifically to Willow Creek Academy. Mr. Agapinan passed away suddenly in January 2011.

Minutes

Bruce Huff remembered Tony Agapinan, a founder and first president of Willow Creek Academy (WCA) and described Mr. Agapinan as a driving force in the early formation of WCA. Trustee Bill Ziegler added that Tony Agapinan would be remembered as upbeat, of high energy and a pleasure to work with.

2. Recognition of Dr. Shirley Thornton (D)

The Board will recognize Dr. Shirley Thornton who has received the California Assembly Resolution for her distinguished record of leadership as a California educator. The award was presented to Dr. Thornton by Assemblyman Tom Ammiano.

Minutes

Board members and Superintendent Bradley recognized Dr. Thornton and presented a plaque awarded to her last week by the California Legislature for her leadership in educating the children of California.

EDUCATION**1. Principal's Report - Bayside Elementary School (A)**Minutes

Jonnette Newton, Principal, Bayside Elementary School, reported on:

- Family Game Night for Pre-K, K, 1 Families: Bingo, attended by about 100 people
- Family Game Night for 2nd & 3rd Grade Families: The Price is Right, Tuesday, March 29, 6:00 to 7:30 pm
- Black History Program: Friday, February 18 at 10:00 am – everyone is invited

2. Principal's Report - Martin Luther King, Jr. Academy (V)

Minutes

No Report

3. Head of School's Report - Willow Creek Academy (V)

Minutes

Carol Cooper, WCA Head of School, reported on:

- The 5th Annual Toast to Teachers
- Appreciation for David Martin Luther, Music Specialist.

4. Enrollment Report February 2011 (V)

Enrollment Report: Includes students enrolled at Bayside, Martin Luther King Jr. Academy and Willow Creek Academy effective February 11, 2011.

Minutes

Margie Bonardi, Business Manager, reported that as of February 11, 2011, enrollment was: Bayside Elementary, 124; Martin Luther King, Jr. Academy, 44; Willow Creek Academy, 218.

BUDGET

1. Willow Creek Academy Financial Report (V)

Financial statements for December 2010

Minutes

Clark Warden, WCA Treasurer, reported that WCA is working on revisions for the Second Interim Report and that no major issues or problems are apparent at this point.

FACILITIES

1. Martin Luther King, Jr. Academy Ball Field Upgrades (V)

Mr. Jon Bontz, Mill Valley Soccer Club, and Mr. Martin Blake, Highlander Rugby Club, will be present this evening to expand and continue the discussion begun with Mr. Trotter on their interest in a long term lease on the MLK ball field and to provide upgrades to the ball field that would include:

- Astro turf playing surface
- Guaranteed income to the school district over 20 years
- Guaranteed student access to the field for school programs
- To facilitate after school programs and summer "sport" camp
- Potential for locker room in the future.

Discussion and, if appropriate, approval to continue discussion of funding sources and legal review of contract documents.

Minutes

Trustee Trotter introduced and welcomed Mr. Martin Blake and Mr. Richard Gunn, Marin Highlanders Youth Rugby Club (MHYRC) and Mr. Jon Bonz, Mill Valley Soccer Club (MVSC). Trustee Trotter spoke of a long time vision to make the athletic field at Martin Luther King, Jr. Academy a center to bring the Sausalito and Marin City communities together. He shared a history of prior attempts to find interest in field renovation and explained that the Marin Highlanders Youth Rugby Club and Mill Valley Soccer Club would make a proposal for multiyear field use tonight.

Mr. Blake and Mr. Bonz introduced their organizations:

Marin Highlanders Youth Rugby Club is a not for profit organization in existence since 1967, currently serving 187 boys with plans to add girls. There is a modest membership fee with scholarships available through private sponsors and fundraising. Players range in age from 8 to 19 years old. There is a code of conduct. The Club is parent managed with an elected 18 member Board of Directors. The Club hosts visiting teams, playing various middle and high schools in Marin, and provides refreshments following every game. Club members participate in community involvement such as the "Give Back" event where food and other items are donated to Homeward Bound of Marin. The rugby season is mid-December to mid-May with daily practice for 6 teams run by age. Games are played on Saturdays.

Mill Valley Soccer Club, serving 2,000 kids, is also a not for profit organization. It sponsors teams, kindergarten through high school, but the core is elementary age - 2nd to 5th grade. The soccer club needs to expand beyond the limits of Mill Valley due to growth of membership, and expansion which includes communities that have no soccer programs of their own. They want to reach out to the extended community. Transportation to Mill Valley has historically been an issue for Marin City and Sausalito students but this proposal offers them an opportunity to join a team that practices and plays games in Marin City.

Mr. Blake reported that he approached Johnathan Logan, Jr., General Manager for Marin City Community Services District 18 months ago and most recently Trustee Trotter regarding the rugby club's need for a home. Realizing that the cost of field renovation is more than any one club can afford, and that rugby and soccer don't overlap seasons, the two Clubs (MHYRC and MVSC) decided that together they have the resources to put forth a proposal to the District. Field renovations have been estimated at 1.25 million dollars, considered affordable by the Clubs if they are granted exclusive field use after school hours (3:30/4:00 pm to 9:00 pm). Both Clubs recognize that the school and community also have an interest in the use of the fields; the objective would be to create an opportunity to work together so the fields can be used after hours by everyone, with a schedule to suit everyone's best interests.

Trustee Benjamin asked about training for students who want to play rugby. Mr. Blake explained that MLK students would be encouraged to become members and their families to be supporters and participants in the Club, with an after school program for MLK students during the rugby season (mid December to mid May).

Trustee Thornton asked how Little League would fit in. Mr. Blake responded that there are no current schedules to say whether Little League would or would not fit in but he thought a Little League season would conflict with the rugby season and possibly the beginning of soccer season. Paul Austin, Marin City Parks and Recreation, offered that Little League practices begin in February and that its season runs until May.

Mr. Blake stated that all leagues have commitments for practices and games, that there is not enough acreage to have separate areas for separate sports, and that the Clubs would want to work with people. Trustee Trotter added that there would need to be discussion about how programs could fit together.

Mr. Bontz reviewed that the District needs money to secure a loan to build a field; the Clubs would jointly be willing to commit 20 years of rent revenue for 100% of the time the field is available for use. The soccer season is August 1 through December 15; they would not need the field in the off seasons. The Clubs would be willing to pay to ensure use when they need it; banks will look at the assurance of income over a long time when giving a loan to the District.

Homer Hall, Vice President of the Sausalito Marin City Little League advised that Little League has been playing on that field for a long time.

Nancy Johnson, Board Member for Marin City Community Services District (CSD) said that she expressed the CSD board's concern that there will be space for the extended day and what it would mean to programs to provide physical activities for students.

Johnathan Logan, CSD General Manager, clarified that in his initial conversation with Mr. Blake, the priority order Johnathan Logan discussed related to field use was school, community, external users. Tonight's presentation was new to him. Mr. Logan agreed that it is a good idea to renovate the field and commended Trustee Trotter's efforts. Mr. Logan expressed his opinion that a 20 year commitment seems too long and suggested consideration of shorter terms with an option to extend. He also suggested exploring other financing options so as not to encumber the field for such a lengthy time. He reiterated that CSD is partnering with the District to provide extended day play and asked how that would fit in. Mr. Logan added that Pop Warner football is also played on the field.

Mr. Bonz suggested that the District could consider managing the field and renting it out but the District doesn't have the ability to do that at present due to the field's condition, nor does it have the funds.

Trustee Trotter reiterated his interest to find a way to make the field useful for everyone, emphasizing that this is a point to begin a discussion, which had to begin with some type of framework; nothing is viable without funding.

Johnathan Logan suggested including CSD and others from Marin City in discussions, with a Saturday meeting to maximize community outreach and involvement.

Trustee Ziegler commended Mr. Logan's order of priority and suggested that a bond might be considered a way to alternatively raise funds for field renovations.

Kerry Pierson encouraged community involvement and suggested the possibility of parks and recreation similar to the neighborhood of Strawberry.

Trustee Thornton reiterated that the District does not have the money for field renovations. Trustee Trotter clarified that the field is District owned property.

Trustee Trotter recommended field discussions be referred to the Facilities Committee and to include community.

Richard Gunn gave his assurance that both Clubs come to the community to be members of the community, not interlopers.

President Newmeyer concluded that it's the beginning of a discussion.

2. Phase II: Identification of Owner's Representative as Project Manager - Bruce Huff (V)

At the Facilities Committee meeting of February 17, 2011, the committee voted to name Bruce Huff as the Project Manager and Owner's representative for Phase II. This decision of the committee will

be presented for ratification by the full Board at their board meeting of February 17, 2011.

Minutes

M/s/c Trotter/Benjamin/all to ratify the Facilities Committee's selection of Bruce Huff as the Project Manager and Owner's representative for Phase II.

Trustee Ziegler recommended a Facilities Committee meeting be scheduled.

Motion made by: Mark Trotter

Seconded by: Karen Benjamin

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

3. Agreement for Preliminary Services for the Construction and Modernization of Willow Creek Academy (P)

Board consideration of Agreement for Preliminary Services for the Construction and Modernization of Willow Creek Academy with Alten Construction, Inc. in preparation for construction, Phase II of the Willow Creek Academy project.

Minutes

M/s/c Ziegler/Trotter/all to approve the Agreement for Preliminary Services for the Construction and Modernization of Willow Creek Academy with Alten Construction, Inc.

Motion made by: William Ziegler

Seconded by: Mark Trotter

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

4. Agreement for Professional Services with Dannis Woliver Kelley (P)

Board consideration of Agreement for Professional Services with Dannis Woliver Kelley for Phase II of the Willow Creek Academy project.

Minutes

M/s/c Trotter/Ziegler/all to approve the Agreement for Professional Services with Dannis Woliver Kelley

Motion made by: Mark Trotter

Seconded by: William Ziegler

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

5. Willow Creek Academy Prop 39 Request (D)

The response to Mr. Orlando Lobo, President of Willow Creek Academy, regarding their October 28, 2010 Prop 39 application was hand delivered to Mr. Lobo on February 15, 2011.

Minutes

Superintendent Bradley updated board members on the status of WCA' Prop 39 request.

6. Acoustical Solution for Martin Luther King Jr. Academy (I)

The attached cost estimate from Bay Area Noise Control, in the amount of \$18,060, will be reviewed with the Board. The cost estimate is for hanging baffles of acoustical vinyl covered sound board from the hallway ceiling to break up reflective noise. The vinyl coverings may be ordered in school colors with the mascot or motto printed on them.

An alternate/additional cost estimate is being obtained from a separate source. If received in time, it will be presented for replacing upper mezzanine railing panels with a three-piece assembly of: perforated metal-sound board-perforated metal, bolted to the existing railing. The assembly would mimic the look of the original railing panels, while providing a dampening source for the sound absorption.

Minutes

Forrest Corson, Director of Maintenance and Operations, provided samples of sound barriers and colors available. Mr. Corson had received an estimate for ceiling hung barriers. He was still waiting for an estimate for sound barriers to be applied to railings but anticipated it would cost more due to greater coverage. There was a brief discussion of who will design the graphics. Margie Bonardi conveyed that the project could be funded from either Fund 17 or Fund 49.

M/s/c Thornton/Newmeyer/all to proceed with ceiling hung banners to be expensed from Fund 17.

Motion made by: Shirley Thornton

Seconded by: Thomas Newmeyer

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

7. Director of Maintenance and Operations' Report (D)
Minutes

Forrest Corson reviewed current maintenance and operations on school campuses.

CONSENT AGENDA

Minutes

M/s/c – Roll Call Trotter/Newmeyer/ Ayes 5, Noes 0 to approve the entire consent agenda.

1. Board Policy Updates (V) (C)

Second reading/action on updates for:

Board Policy 4020 Drug and Alcohol-Free Workplace
Board Policy 5113.1 Chronic Absence and Truancy
Board Policy 5117 Interdistrict Attendance
Board Policy 5118 Open Enrollment Act Transfers (New)
Board Policy 5141.21 Administering Medication and Monitoring Health Conditions
Board Policy 5141.3 Health Examinations
Board Policy 5141.31 Immunizations
Board Policy 6011 Academic Standards
Board Policy 6161.1 Selection and Evaluation of Instructional Materials
Board Policy 6164.4 Identification and Evaluation of Individuals for Special Education

2. Approval of the minutes of the 6:15 pm special board meeting of January 13, 2011

(V) (C)

3. Approval of the minutes of the 6:45 pm special board meeting of January 13, 2011

(V) (C)

4. Approval of the minutes of the special board meeting of January 20, 2011 (V) (C)

5. Approval of the minutes of the annual and regular board meetings of January 20, 2011

(V) (C)

6. Approval of the minutes of the Facilities Committee meeting of January 25, 2011

(V) (C)

7. Approval of the minutes of the special board meeting of February 1, 2011 (V) (C)

8. Approval of the minutes of the Facilities Committee meeting of February 8, 2011 (V) (C)

9. Approval of the minutes of the special board meeting of February 8, 2011 (V) (C)

10. Approval of Field Trip to Wildcare (V) (C)

Address: 76 Albert Park Lane, San Rafael, CA 94901
Dates: February 10, 2011
Teacher: Jennifer Banks
Grade: Kindergarten

Standards Supported: Life Science: Different types of plants and animals inhabit the earth.
 Students know how to observe and describe the similarities and differences in the appearance and behavior of plants and animals.
 Funding: All expenses paid by a grant from Wildcare
 Cost: No cost to the District

11. Consolidated Application Part II Submission to the State (P) (C)

The Consolidated Application Part II: The California Department of Education, as agent for federal projects, requires annual approval of this application to receive funding for state and federal projects. The submission of this application will result in the district receiving funding to reach, expand, enhance and supplement instructional programs for children with special needs.

12. Payment of Warrants (P) (C)

Payment of warrants under:

Batch 38 Fund 01 in the amount of \$19,562.95
 Batch 38 Fund 40 in the amount of \$28,860.73
 Batch 39 Fund 01 in the amount of \$90,267.64
 Batch 39 Fund 13 in the amount of \$347.10
 Batch 39 Fund 40 in the amount of \$1,200.00
 Batch 40 Fund 01 in the amount of \$28,616.67
 Batch 40 Fund 13 in the amount of \$3,854.21
 Batch 40 Fund 40 in the amount of \$44,291.06
 Batch 41 Fund 01 in the amount of \$47,137.50
 Batch 41 Fund 13 in the amount of \$2,398.50
 Batch 42 Fund 01 in the amount of \$61,487.89
 Batch 42 Fund 40 in the amount of \$7,077.00

13. New Hire Maintenance/Custodial Position (P) (C)

Due to the retirement of Ismael David, the district has a current open position for a full time Maintenance/Custodial Worker. We are requesting the board approve the hire of Jeff McNaughton to fill this position.

ADMINISTRATIVE AND EXTERNAL

1. Amendment to Employment Agreement - Superintendent (P)

Approval of an amendment to the employment agreement with the Superintendent, extending the term.

Minutes

Item removed from the agenda

2. Reschedule May 26, 2011 Board Meeting Date (P)

The approved board meeting date of May 26, 2011 conflicts with the Golden Bell Education Evening. The Board may consider rescheduling to Thursday, May 19 and have one meeting in May, or rescheduling to Tuesday, May 24.

Minutes

The Board determined to move the Thursday, May 26, board meeting to Tuesday, May 24 to avoid a conflict with the scheduled Golden Bell Education Evening on May 26.

REPORTS**1. President's Report (P)**Minutes

No report

2. Board Member Reports (P)Minutes

No report

3. Superintendent's Report (P)Minutes

Superintendent Bradley shared a photo of garden bounty, which may be made available to families.

Superintendent Bradley also reviewed a letter dated January 14, 2011 from Karen Maloney, Assistant Superintendent, Marin County Office of Education regarding MCOE's review and analysis of the District's First Interim Report.

CORRESPONDENCE**1. Letter dated January 14, 2011 from Karen Maloney, Assistant Superintendent, Marin County Office of Education regarding MCOE's review and analysis of the District's First Interim Report. (D)****SAVE THE DATE****1. Future District Board Meeting Dates (D)**

All meetings are held at the District Office, 630 Nevada Street, Sausalito at 7:00 pm unless otherwise noted. *The first meeting date of each month will be allocated to, additional special meetings on facilities issues, special meetings, community forums, etc. as needed. The only or second meeting date of each month will be allocated to regular board meetings.

March 10*

March 24

April 7*

April 28

May 12*

May 26

June 9 - Two meetings in June

June 23

July 28 - One July meeting – summer break

August 11*

August 25

September 8*

September 22

October 13*

October 27

November 17 - One November meeting – holidays

December 8*

December 15

2. Future Charter School Board Meeting Dates (D)

Unless other noticed, all meetings are held at 6:30 pm on the school campus, 630 Nevada Street, Sausalito, CA. All meetings are the 3rd Wednesday of the month.

March 16
April 20
May 18
June 15

3. Upcoming Events and Important Dates (D)

February 21-25 - Winter Recess - All Schools

February 21 - Presidents' Day

February 28 - MLK Extended Day Program Begins

March 3 - Parent Institute; Gear Up Family Initiatives Project Session; Parent Center*; 5:30 pm

March 10 - Parent Institute; Gear Up Family Initiatives Project Session; Parent Center*; 5:30 pm

March 15 - Bayside Parent Student Teacher Conferences; Bayside Minimum Day

March 17 - Bayside Parent Student Teacher Conferences; Bayside Minimum Day

March 29 - MLK Parent Student Teacher Conferences; MLK Minimum Day

March 29 - Second and Third Grade Family Event, "The Price is Right", MLK Multipurpose Room, 200 Phillips Drive, Marin City, 6:00 - 7:30 pm

March 31 - MLK Parent Student Teacher Conferences; MLK Minimum Day

April 11-15 - Spring Recess - All Schools

April 15 - Classified In Lieu Day

April 20 - Parent Institute; Family Literacy Night; MLK, 200 Phillips Drive; 6:00 pm

*The Parent Center is located at 610 Drake Avenue in Marin City. Parents and community members are invited to attend.

ADJOURNMENT

Minutes

M/s/c Thornton/Benjamin/all to adjourn 9:00 pm

Karen Benjamin 3-24-11

Signature/Date

Board Clerk

Title

Sausalito Marin City School District Minutes

Created: March 08, 2011 at 03:40 PM

Facilities Committee Meeting

February 23, 2011

Wednesday, 09:00 AM

District Office

630 Nevada Street

Sausalito

Attendees

Thomas Newmeyer

Mark Trotter

William Ziegler

Meeting Minutes

Trustee Trotter participated via teleconference.

Others Attending: Josh Cohn, Bruce Huff, Forrest Corson, Phil Kerr, Margie Bonardi and Kathy Blazei taking minutes

CALL TO ORDER

Minutes

Board President Thomas Newmeyer called the meeting to order at 9:04 am.

FACILITIES

Phase II Plan Approval (P)

Discussion and Possible Action on Phase II Plan

Minutes

Bruce Huff distributed and reviewed 'early numbers' for portable relocation costs. He highlighted a 15% contingency included and, that the remaining funds balance after relocation of the portables was estimated at \$727,000. However, HVAC units are questionable and the cost of their repair would become an additional expense.

Bruce Huff reported that the combined estimate for alternate items such as canopy, landscape, and stairs, that might be considered at a later date depending on funds, was \$178,000.

Bruce Huff advised that scheduling is dependent on DSA timelines as much as anything else. He recommended that plans to be submitted to DSA include items to be handled during their inspections and sign off timeframes and to concentrate only on items included in those plans during that time.

Bill Ziegler asked about turf. Bruce Huff advised that non-DSA items such as turf would be addressed at a later time.

The Committee discussed a staircase from the list of alternates. Mr. Kerr thought it was of low priority; there are other usable routes. Committee members directed Josh Cohn not to include this particular staircase in plans for presentation to DSA.

Bill Ziegler asked what the appearance would be without turf. Josh Cohn answered that it would be compacted soil but, that the plan with alternates includes flexibility for different landscape ideas. Bruce Huff added that plans for DSA include grading, irrigation and canopy columns in readiness for

the future. Josh Cohn clarified for Bill Ziegler that there will be deck railings where needed and for Mark Trotter that no play structure is included.

Bruce Huff summarized that the project will be approved, compliant and occupyable. The contractor has shaped the project according to what he has been given; the Committee will have to prioritize and work with the contractor on some of the interior items. Extras (alternates) are going into a separate budget. Budget and schedules are what drive the main project, which must get submitted to DSA. Josh Cohn still has to ready the final plan; the intent of this meeting is for the Committee to certify a footprint so Josh Cohn can move forward. The entire Board can ratify the Committee's decision at their next board meeting.

Josh Cohn reported that DSA recommends one package and approval incrementally; the first increment is relocation of portable units. Bruce Huff emphasized that the entire package has to be submitted to DSA at the beginning.

Bruce Huff estimated a schedule at Bill Ziegler's request: About 30 days to move, grade, compact, relocate utilities and place the portable units (April); the second increment schedule becomes questionable due to the wait for DSA – 6 to 8 weeks.

Forrest Corson raised questions about what to do with people, programs and storage that currently occupy the portables, such as the after school program (120 children) and the art program. He was given a project start date of April 15 to use as his goal exit date. Locations were discussed to include the vacant building, classrooms and the Bayside Multipurpose Room. Thomas Newmeyer asked Margie Bonardi and Forrest Corson to contact him if they become concerned about timing and relocation.

Josh Cohn advised that he would have the plans to DSA by mid-March. Bruce Huff will speak to Bob Alten tomorrow. March 2 was a date suggested when the Board could ratify the Committee's approval of the footprint, thus clearing the way for lease/leaseback negotiations to begin with Alten Construction, Inc.

M/s/c Newmeyer/Ziegler/all to approve the footprint, and to give Josh Cohn the go ahead to complete the plans to be submitted to DSA

Motion made by: Thomas Newmeyer
Seconded by: William Ziegler

Votes

Thomas Newmeyer	Yes
Mark Trotter	Yes
William Ziegler	Yes

ADJOURNMENT

Minutes

The meeting was adjourned at 9:55 am.

Laren Benjamin 3-24-11 Board Clerk

Signature/Date

Title

Sausalito Marin City School District Minutes

Created: March 07, 2011 at 08:49 AM

Special Meeting

March 02, 2011

Wednesday, 04:30 PM

District Office
630 Nevada Street
Sausalito

Attendees

Karen Benjamin
Thomas Newmeyer
Shirley Thornton
Mark Trotter
William Ziegler
Debra Bradley

non-voting

Meeting Minutes

Trustee Thornton participated in the meeting via teleconference.

Trustee Benjamin arrived at 4:35 pm.

CALL TO ORDER

Minutes

President Newmeyer called the meeting to order at 4:30 pm.

1. Addressing the Board Prior to Closed Session (D)

Persons wishing to address the Board on items on the closed session agenda may do so at this time. (Turn in completed card; 3-minute time limit for presentation.)

Minutes

There was no public comment.

CLOSED SESSION

Minutes

The Board and Legal Counsel, Laura Schulkind, went immediately into closed session.

1. With respect to every item of business to be discussed pursuant to Government Code 54957: PERSONNEL (P)

The Board will meet with District Legal Counsel, Laura Schulkind.

OPEN SESSION

Minutes

Open session was convened at 5:10 pm.

1. Report Out from Closed Session (P)

Minutes

President Newmeyer reported out from closed session that the Board had voted 4 to 1 to accept the resignation of Dr. Debra A. Bradley who will retire effective July 1, 2011. On behalf of the Board, President Newmeyer said that they wished to thank Dr. Bradley now, and formally at the next

Board meeting.

ADJOURNMENT

Minutes

The meeting was adjourned at 5:15 pm.

Karen Benjamin 3-24-11

Signature/Date

Board Clerk

Title

Sausalito Marin City School District Minutes

Created: March 21, 2011 at 07:27 AM

Special Meeting

March 02, 2011

Wednesday, 07:30 PM

District Office
630 Nevada Street
Sausalito

Attendees

Karen Benjamin
Thomas Newmeyer
Shirley Thornton
Mark Trotter
William Ziegler
Debra Bradley

non-voting

Meeting Minutes

Trustee Thornton attended the meeting in person.

Also Attending: Susan Cassidy, Julius Holtzclaw, Natasha Griffin, Ellen Franz, Carmen Rivera, Debra Moore, Trellis Condra, Tenisha Tate, Paula Hammons, Gerry Klor, Kate Tallant, David Zapol

CALL TO ORDER

Minutes

President Newmeyer called the meeting to order at 7:30 pm.

Item 1 under Facilities was moved to follow the Study Session and the remaining agenda order was approved.

1. Addressing the Board Prior to Closed Session (D)

Persons wishing to address the Board on items on the agenda or items not on the agenda may do so at this time. (Turn in completed card; 3-minute time limit for presentation. Regarding comments on items that are not on the agenda, Board members may listen to your presentation but are prohibited by the Brown Act from making a response.)

Minutes

Persons addressed the Board regarding Strategic Initiative/Planning.

FACILITIES

1. Approval of the (Footprint) for Relocation of Portables for Willow Creek Academy Project

(F)

The Board will consider approval of the footprint for relocation of portables for the Willow Creek Academy project as discussed/approved by the Facilities Committee at their meeting on February 23, 2011.

Minutes

Item tabled.

STUDY SESSION**1. Study Session** (P)

The Board will continue their discussion on Strategic Initiative/Planning.

Minutes

FSG shared a document and led discussion, which contained input from Tenisha Tate, Susan Cassidy and Carmen Rivera, regarding the implication for Sausalito Marin City School District's vision and reactions to the District structure options presented at the February 8, 2011 special board meeting.

The speaker commented on slide 7, titled 'Interviewees Almost Unanimously Agreed Option #4 is the Most Effective Way to Structure the District' and highlighted Option #4 'Restart MLK as K-8 Charter, Close Bayside', noting no parent focus group for District parents. March 9, 2011 was identified as a date for a parent meeting to be held at Martin Luther King, Jr. Academy. Tenisha Tate was identified as the person to work to communicate with parents about the meeting.

ADJOURNMENTMinutes

The meeting was adjourned at 10:03 pm.

Karen Benjamin 3-24-11

Signature/Date

Board clerk

Title

Sausalito Marin City School District Minutes

Created: March 21, 2011 at 07:16 AM

Special Meeting

March 10, 2011

Thursday, 05:30 PM

District Office
630 Nevada Street
Sausalito

Attendees

Karen Benjamin
Thomas Newmeyer
Shirley Thornton
Mark Trotter
William Ziegler
Debra Bradley

non-voting

Meeting Minutes

Mr. Trotter participated via teleconference.

Others Attending: David Zapol, Kate Tallant, Jeffrey Kutash, Nancy Johnson, Forrest Corson, Ellen Franz, Glenda Gentry, Matt Helmenstein, Ascha Drake, Brooke Toczowski, Mark Prado, Ms. Beltran, Alexis Wise, Jonnette Newton, Fran Nelson, Michelle Morris, Carol Cooper, Debra Moore, Carmen Rivera, Natasha Griffin, Megan Bolduc, Denni Brusseau, Edgar Furlong, Clark Warden, Orlando Lobo, Mark Tong, Bennetta McLaughlin, Alesha Cook, Patrece Hill-Clark, Tevion Clark, Tonja Standley, Elizabeth Troupe, Angel Shorter, Yolanda Morgan Jewel Barew, Mary Morgan, Fred Silverman, Jan Sugar, Rocio Novoa, Kristin Duran, Jennifer Atterman, Vivian Balderas, Amy Pertschuk, Katy Foster, Heidi Burns, Anita Fowler, Susan Cassidy, Paula Hammons, Julius Holtzclaw, Trellis Condra, Wayne Price, Royce McLemore, Jessica Mullins, Johnathan Logan, Jim Scullion, Carolyn Younger, Ed Hassen, Margie Bonardi and Kathy Blazei taking minutes

CALL TO ORDER

Minutes

President Newmeyer called the meeting to order at 5:37 pm.

Trustee Benjamin led the Pledge of Allegiance.

President Newmeyer read a public memo for distribution March 10, 2011.

1. Addressing the Board Prior to Open Session (D)

Persons wishing to address the Board on items on the agenda or items not on the agenda may do so at this time. (Turn in completed card; 3-minute time limit for presentation. Regarding comments on items that are not on the agenda, Board members may listen to your presentation but are prohibited by the Brown Act from making a response.)

Minutes

- Susan Cassidy encouraged the Board to include the 'stakeholders' in the change making process. Teachers have not been included; they were interviewed but without full knowledge of the planning.
- Fran Nelson disagreed that two K/8 charter schools would be the best solution; she suggested

two charters – K/5 and 6/8 to take advantage of the new middle school built specifically for that purpose.

- Natasha Griffin, Debra Moore and Carmen Rivera acknowledged that the middle school is broken; it runs but is not effective. They jointly presented a prepared statement that proposed changes in first semester priorities and emphasized that testing is not and cannot be the only barometer for students' success.
- Anita Fowler expressed her annoyance that interviews were limited in number and that parent responses were focused on negatives and included no mention of the positive things that are taking place.

2. Approval of Agenda Order (P)

Minutes

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

Motion made by: Shirley Thornton

Seconded by: William Ziegler

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

FACILITIES

1. Approval of the (Footprint) for Relocation of Portables for Willow Creek Academy Project

(P)

The Board will consider approval of the footprint for relocation of portables for the Willow Creek Academy project as discussed/approved by the Facilities Committee at their meeting on February 23, 2011.

Minutes

Superintendent Bradley recommended the Board ratify the Facilities Committee's approval of the footprint. Trustee Ziegler described the relocation of the portables.

M/s/c Ziegler/Newmeyer/all to approve the footprint for relocation of portables for the Willow Creek Academy project

Motion made by: William Ziegler

Seconded by: Thomas Newmeyer

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

BUDGET**1. District 2010-11 Second Interim Report (V)**

Education Code Section 42130 requires all school districts to submit to the governing board of the district, an interim report which covers their financial and budgetary status as of January 31 of each fiscal year. The district is required to submit the interim report to the governing board in the state SACS software format.

Minutes

Margie Bonardi, District Business Manager, reviewed the Second Interim Report.

M/s/c Ziegler/Thornton/all to approve the District 2010-2011 Second Interim Report

Motion made by: William Ziegler

Seconded by: Shirley Thornton

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

PERSONNEL**1. Resolution No. 632 Resolution to Decrease the Number of Certificated Employees Due to Reduction in Particular Kinds of Services (V)**Minutes

Superintendent Bradley explained the notification process deadline, March 15, for staff who may not be able to be employed for the next school year. The music specialist's position may or may not be open for 2011/2012; a meeting is scheduled next week to discuss funding. This is a categorically funded position; the District must know that funds will be in place.

M/s/ c – Roll Call Ziegler/Thornton / 5 Ayes 0 Noes to approve Resolution to Decrease the Number of Certificated Employees Due to Reduction in Particular Kinds of Services, Resolution No. 632

Motion made by: William Ziegler

Seconded by: Shirley Thornton

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

2. Board Recommendation for Principal Interview Committee (V)Minutes

Superintendent Bradley explained the need for a Board member to be on the Principal Interview Committee. President Newmeyer requested to be that person and other members of the Board agreed that he should participate on the committee.

STUDY SESSION

1. Study Session (17)

The Board will continue their discussion on Strategic Initiative/Planning.

Minutes

President Newmeyer opened the session, explaining that the Board had engaged FSG Social Impact Consultants a couple months earlier to help with strategic planning. He advised that the Board wants to engage the community; however, this meeting was scheduled to be a Board's session with FSG.

Jeff Kutash, FSG, expressed the Board's desire to have a vision for all students, noting that community engagement is powerful. He clarified that a comprehensive survey of the entire community had not been done; instead, interviews brought forth the right questions. Now the Board must make the right decisions to bring quality education to all students. Planning encompasses the District's vision, the search for a new superintendent, and structural ways of setting up the District for success.

David Zapol distributed and reviewed sections of a document titled SMCSO Strategic Vision and Implementation Roadmap:

- FSG was engaged by the SMCSO Board to help articulate a strategic vision for the District.
- Our scope of work included conducting a District scan, best practice research, interviews, and working sessions with the Board.
- Interviews included District leaders, principals, teachers, students, parents, community leaders identified by the Board, and external experts.
- School board members and community leaders agree that the conditions for success in SMCSO are not currently in place.
- Learnings from peer districts and schools highlight a number of conditions for creating a successful district for all students in SMC.

Mr. Zapol reported that the Board had asked for a focus session on March 9, 2011, which was attended by 30-40 people, mostly MLK parents. The focus of the session was to include: What's working; what could be improved? The session included a lot of questions about what has appeared in the newspapers and clarifying confusion. Kate Tallant, FSG, emphasized that due to the importance of engaging parents in the community, the next meeting is scheduled: March 22, 2011 at 5:00 pm at the Martin Luther King, Jr. Academy. Jeff Kutash, FSG, advised that there must be community engagement, now and ongoing, to ensure everyone is working on the same goals; he recommended that the Board have those conversations directly with the groups.

Mr. Zapol continued his review:

- Parents want to be involved in shaping the future of the District.
- The school board is well-aligned around an overarching vision to support the success of all students in the District.
- The preliminary SMCSO strategic vision reflects the school board's goals and learning from

best practice districts and schools.

Mr. Zapol recommended, and board members concurred, that vision be discussed with parents and community too.

Kate Tallant, FSG, continued the review:

- Recruiting a strong superintendent to drive change is critical for the district's success.

She asked for Board suggestions to the search criteria:

- Trustee Thornton: Someone with a strong curriculum background – an instructional leader
- Trustee Ziegler: Someone with a deep commitment to community engagement, who actively talks to both communities and participates in both communities
- President Newmeyer: An entrepreneurial person who can think outside the box; this is a small district and its challenges are not ordinary
- Trustee Ziegler: A transitional person to create, then a long term person to sustain, the process; it might be two different people.

Ms. Tallant asked for Board suggestions to the selection process:

- President Newmeyer: Engage the broad community – three meetings will be scheduled beginning with the March 22, 2011 meeting
- Trustee Thornton: Use a search team
- Trustee Ziegler: The Board must get through the process of visioning and the plan before it can articulate to a potential superintendent.
- President Newmeyer: Do we want to allow a new superintendent to make recommendations?

Jeff Kutash recommended creating a vision for a new superintendent to buy into, add their own voice and sit in on development of it – you cannot stop the work of the district.

The review continued:

- Implementing the vision will also require executing a variety of specific action steps over the coming years.

There was more discussion of whether to clarify the vision first. Mr. Kutash encouraged the Board to prioritize ensuring that principals and staff are in place in schools for the next year.

Jeff Kutash continued the review:

- The school board may also need to address structural challenges in the district to deliver on the strategic vision.

Mr. Kutash advised the Board to:

- Consider resources; look at the future with consideration that financial support may not be there forever
- Consider that each approach will have its challenges and benefits.

Board members discussed that quality of education takes precedence over equity of resources.

Immediate next steps for the school board were discussed. FSG will facilitate; dialogue will be between the Board and the community. Advertise meetings through a bulk mailing to all residences

of 94965 (and 94966). Post information on the District website.

Trustee Trotter recommended discussion/possible action at the March 24, 2011 board meeting regarding extension of the FSG contract.

Ms. Tallant recommended the Board hold the meetings and report to parents before the end of the school year.

The study session was followed by more public comment:

- Susan Cassidy: Good leadership is inclusion. Add educators/staff to the committee for interviewing potential superintendents; share resources and expertise. Ask what the children see; think outside the box.
- Heidi Burns: Display information on the web sites so parents can learn what is happening.
- Julius Holtzclaw: FSG should talk to staff - many are residents of 94965 and have children in the schools. Mr. Holtzclaw volunteered to participate on an advisory committee.
- Matt Helmenstein: Charters have challenges and benefits; visit the schools and see how they work.
- Royce McLemore: She detects strong feelings from parents who do not want K/5 students with middle school students. Parents need to make their feelings known about what they want for their children.
- Ed Hassen: Districts of similar size have part time superintendents; the most important leaders are principals who make the most difference in the schools.
- Bayside Parent: Bayside teachers and staff are great; they do what they can with the tools they have; their work is appreciated.
- Carolyn Younger: Create a sense of inclusion; bring all communities together through their PTA organizations; parents should be working on bringing everyone together.

SAVE THE DATE

ADJOURNMENT

Minutes

The meeting was adjourned at 7:35 pm.

Karen Benjamin 3-24-11
Signature/Date

Board Clerk
Title

Sausalito Marin City School District
Field Trip Request

Please complete and submit to Principal at least one month before field trip date.

Request Date 2/28/11 Destination Muir Woods & Point

Address Mill Valley

Teacher(s) Hammons/Franz/Mitchell

Grade(s) 3/4/5 # Children 62 # Adults 6 Reservation Made Yes

Trip Date 3/18 Alternate Date _____

Departure Time 8³⁰ Pick Up @ Field Trip Site 2⁰⁰

Transportation: School Bus _____ Private Car _____ Walking _____ Public Transport YMCA
will provide
BUS

Funding Source: District _____ Other X # of Lunches Needed _____

Name of staff member responsible for submitting completed lunch count to the district office at the end of the trip: Hammons/Franz/Mitchell

Expenses (itemized) 0

Name & Title of Person Offering Program YMCA Pt. Bonita

Standard Supported (in detail): Life Science 2.0 3.0 Grade 4

1. Every student must have a permission slip signed by a parent. School rules and safety instructions must be reviewed.
2. If there is a cost connected to this trip, site must provide an invoice to the Business Office for payment.
3. If lunches are provided, the classroom teacher is responsible for notifying the District Office of confirmed number of lunches needed AND for completion of form to indicate names of all children who were served lunch while on the field trip.

For District Use

Funding Source No cost to district

Verification of Fund Availability OK Business Manager

Disposition

Approved ✓ Denied _____ Date _____ School Principal

Approved ✓ Denied _____ Date 3/24/11 Superintendent

Approved ✓ Denied _____ Date 3/24/11 Board of Trustees

Sausalito Marin City School District
Field Trip Request

Please complete and submit to Principal at least one month before field trip date.

Request Date 2/28 Destination Muir Woods

Address Mill Valley

Teacher(s) Cassidy, Scullion

Grade(s) 1, 2 # Children 53 # Adults 4 Reservation Made yes

Trip Date 3/14 Alternate Date _____

Departure Time 8:30 Pick Up @ Field Trip Site 2:00

Transportation: School Bus ☒ Private Car _____ Walking _____ Public Transport YMCA provides bus

Funding Source: District _____ Other ☒ # of Lunches Needed _____

Name of staff member responsible for submitting completed lunch count to the district office at the end of the trip: Cassidy/Scullion

Expenses (itemized) X

Name & Title of Person Offering Program YMCA Pt. Baita

Standard Supported (in detail): Life Sci. 200

1. Every student must have a permission slip signed by a parent. School rules and safety instructions must be reviewed.
2. If there is a cost connected to this trip, site must provide an invoice to the Business Office for payment.
3. If lunches are provided, the classroom teacher is responsible for notifying the District Office of confirmed number of lunches needed AND for completion of form to indicate names of all children who were served lunch while on the field trip.

For District Use

Funding Source No cost to district

Verification of Fund Availability MB Business Manager

Disposition

Approved ☒ Denied _____ Date _____ School Principal

Approved ☒ Denied _____ Date 3/25 Superintendent

Approved ☒ Denied _____ Date 3/24/11 Rebecca Dighe, Board of Trustees

BILINGUAL ASSESSOR WAIVER REQUEST FORM

CD Code	2	1	6	5	4	7	4	LEA Sausalito Marin City School District
Contact person (recipient of CDE notice) Debra A. Bradley, Ed.D, Superintendent								Telephone (415) 332-3190

Mail signed original to:

California Department of Education
Language Policy and Leadership Office
1430 N Street, Suite 4401
Sacramento, CA 95814-5901
FAX: (916) 319-0138

Questions: (916) 319-0845

Bilingual Assessor - *Education Code Section 52164.1*

The Superintendent may waive the requirement that the assessment be conducted by persons who can speak and understand the pupil's primary language where the primary language is spoken by a small number of pupils and the district certifies that it is unable to comply.

Part 1. Desired Outcome/Rationale.

Please complete the *Supplement for Waiver of Bilingual Assessor* on the reverse side of this form.

Part 2. District English Learner Advisory Committee (DELAC). The DELAC, if required as stated in the instructions, should review this waiver.

Date the DELAC reviewed the request: ____/____/____ ☐ If objections, please summarize below.

DELAC Certification: *I certify that the District English Learner Advisory Committee was consulted on this request. The DELAC was unable to assist in locating enough appropriate individuals to conduct the assessment of language skills for languages which are the subject of this waiver request.*

Note: *There is not a DELAC in the SMCSO since there are fewer than 50 EL students enrolled at the two non-charter public schools.*

DELAC Chairperson Signature

Part 3. Effective period of request:

07/0/2020 to 06/30/2011

Part 4. Local board approval date: March 24, 2011

Part 5. District certification:

I certify that the information provided on this waiver and its attachments is correct and complete and that all applicable state statutes and regulations will be observed.

Signature (Superintendent or designee)

Superintendent

03/25/2011
Date

(Please complete supplement on page two)

For California Department of Education Use Only

Scheduled for: **ADMINISTRATIVE ACTION** Waiver #:

General Criteria: ☐ Met ☐ Not Met: 1 2 3 4

Dept. recommendation: ☐ Approve

☐ Deny ☐ Other: _____

Staff _____ Date _____

Unit Manager _____ Date _____

Division Director _____ Date _____

CDS code:

2	1	6	5	4	7	4
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LEA:

Sausalito Marin City School District

Supplement for Waiver of Bilingual Assessor

EC Sections 62002 and former 52164

At a minimum, **informal** diagnosis of all languages is required, even when no bilingual assessors are available. For more information on this subject, contact the Language Policy and Leadership Unit at (916) 319-0845.

X Check here if your request is for a language **NOT** listed below but reported on the most recent School Level R30-Language Census (LC) Reports. Continue with this form **ONLY** if you are also seeking a waiver for one or more languages listed below.

Enter **ONLY** the number of English learner (EL) students that need a waiver for those language groups listed below, and for which there are insufficient assessors. The number should reflect the number of students for whom an initial identification of language proficiency assessment was required, not the number reported on the R-30-LC Report. For languages that do not need a waiver, leave blank.

_____ Arabic	1	Farsi	_____ Hmong	_____ Lao	_____ Portugese	_____ Spanish
_____ Armenian	2	French	_____ Italian	1	Mandarin	_____ Punjabi
_____ Cambodian	_____ German	_____ Japanese	_____ Mien	_____ Russian	7	Vietnamese
2	Cantonese	_____ Hindi	_____ Korean	3	Pilipino/Tagalog	_____ Samoan
						1 Urdu
						1 Polish
						1 Bhutanese
						1 Gujarati
						1 Swedish
						1 Mongolian

For each language identified above, with more than ten EL students, describe the district's specific efforts to secure bilingual assessors. Example: types and results of community searches, contact with neighboring districts, postings, and notices in a local newspaper, etc.

N/A – There are no languages listed above in which there are more than ten EL students.

**RESOLUTION #633 OF THE BOARD OF TRUSTEES
SAUSALITO MARIN CITY SCHOOL DISTRICT**

WHEREAS, Governor Brown's 2011-12 budget proposal is a balanced approach between revenues and new cuts to solving the deficit and provides for an extension of temporary revenues to support programs our students need and deserve; and

WHEREAS, over the last several years, K-12 education funding has taken a disproportionate amount of budget cuts; and

WHEREAS, state and local funding for schools has been cut by more than \$18 billion, or about \$1,900 per student in the last three years; and

WHEREAS, Sausalito Marin City School District has cut \$437,578 from its budget over the past three years as a result of ongoing statewide cuts to education funding; and

WHEREAS, the loss of \$7 billion in one-time federal funding further reduces school budgets; and

WHEREAS, to begin to reverse this downward spiral, Californians must retain the revenues that enable us to invest in our schools and students; and

WHEREAS, the governor's budget proposal to limit further cuts to schools in 2011-12 is dependent on voter approval of an extension of existing temporary tax increases; and

WHEREAS, a ballot measure to extend temporary revenues will help prevent further cuts to schools, and without this extension the LAO reports that funding for schools would fall by at least \$2 billion, or more than \$335 per student; and

WHEREAS, Sausalito Marin City School District expects our local legislators to work with the governor to protect schools from further cuts and to ensure the continued investment our students deserve; and

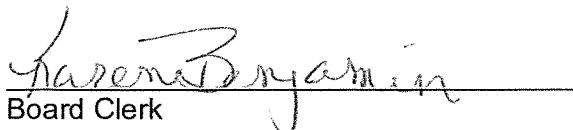
WHEREAS, Sausalito Marin City School District opposes a cuts-only budget and supports a budget that is balanced with a combination of cuts and revenue extensions;

NOW, THEREFORE, BE IT RESOLVED that the Sausalito Marin City School District supports placing a measure on the June 2011 ballot calling for a *five-year revenue extension to protect our schools and students by making education a priority in our state.*

PASSED AND ADOPTED on March 24, 2011 by the following vote:

AYES: 5 **NOES:** 0 **ABSENT:** 0

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


Board Clerk

**RESOLUTION #634 OF THE BOARD OF TRUSTEES
SAUSALITO MARIN CITY SCHOOL DISTRICT**

WHEREAS, Senate Constitutional Amendment 5 (Simitian), which reduces the two-thirds vote requirement on parcel taxes, will be acted on by the California State Legislature; and

WHEREAS, reductions in the state General Fund revenue have led to reduced school funding; and

WHEREAS, state General Fund revenue is unstable and erratic, which results in unpredictable funding levels for school districts and county offices of education; and

WHEREAS, parcel tax revenue can provide a stable, predictable source of school revenue; and

WHEREAS, passage of SCA 5 will empower local voters to invest in their schools based on the needs of their communities by requiring a tough, but fair 55 percent vote to pass local parcel taxes, while protecting taxpayers and homeowners with accountability provisions that will ensure that funds generated from parcel taxes are not wasted or mismanaged; and

WHEREAS, revenue from parcel taxes can be spent according to local priorities and are not subject to state control; and

WHEREAS, the two-thirds vote requirements results in minority rule by requiring two "yes" votes to cancel out one "no" vote; and

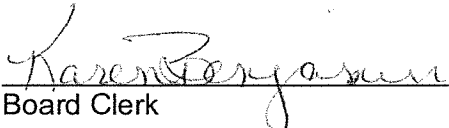
WHEREAS, passage of SCA 5 will allow local voters to decide to make investments in their neighborhood schools in addition to state funding; and

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Sausalito Marin City School District strongly urges the California State Legislature to support and adopt SCA 5.

PASSED AND ADOPTED on March 24, 2011 by the following vote:

AYES: 5 **NOES:** 0 **ABSENT:** 0

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


Board Clerk

To: SUPERINTENDENTS and TRUSTEES

UPDATE ON INTERDISTRICT ATTENDANCE
Including Five-Year Interdistrict
Attendance Agreement

April 6, 2011

OR

April 7, 2011

Presentation by Robert J. Henry
Of Counsel
School and College Legal Services

Please choose one of the following dates and sessions:

- ☐ April 6 4:00 p.m. - 5:00 p.m.
- ☐ April 6 6:00 p.m. - 7:00 p.m.
- ☐ April 7 7:30 a.m. - 8:30 a.m.
- ☐ April 7 10:00 a.m. - 11:00 a.m.

MCOE Board Room

This is a very important session for Superintendents and Trustees.

There are new changes to California Ed Code 46600 as a result of Assembly Bill 2444. For districts to have flexibility, it would be important to enter into five-year agreements among districts in Marin regarding Interdistrict Attendance.

Please RSVP to Susan Markx by March 30th

smarkx@marin.k12.ca.us

Kathy Blazei

From: suptsec-owner@marin.marin.k12.ca.us on behalf of Susan Markx [smarkx@marin.k12.ca.us]
Sent: Wednesday, March 23, 2011 1:24 PM
To: Supers; Trustee
Cc: Suptsec; Joanne Sava; Robert J. Henry
Subject: IDT Attendance Workshops
Attachments: IDT Attendance 4-6-11.pdf

Hi everyone,

We have arranged for Bob Henry to present two trainings on April 6th and April 7th for superintendents and trustees. Bob will explain the new changes in the law regarding interdistrict attendance as well as the importance of having a five-year agreement among districts in Marin to provide districts with flexibility. It is especially important for trustees to attend as the agreement would need to be approved by district boards.

We have scheduled these trainings in early April so we all have time to get the agreement in place by the end of June 2011 in preparation for the 2011-2012 school year. Superintendents may want to consider also sending their secretaries.

Thank you.

Susan Markx



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03/24/2011

Sausalito Marin City School District Minutes

Created: March 24, 2011 at 08:56 AM

Special Board Meeting

March 22, 2011
Tuesday, 05:00 PM
District Office
630 Nevada Street
Sausalito

Draft

Attendees

Karen Benjamin
Thomas Newmeyer
Shirley Thornton
Mark Trotter
William Ziegler

Meeting Minutes

Trustee Mark Trotter participated via teleconference for the first portion of the meeting.

Superintendent Debra A. Bradley was absent.

Others Attending: Tenysa Adams, Nancy Johnson, Lakeshia Clay, Carol Cooper, Beatrice Morgan, Glenda Gentry, Barbara Morgan, Taneeja Striplin, Stacy Stewart, Guadalupe Martinez Beltran, Barbara Mason, Rainer Baker, Noheme Aguilar, Manuel Mazrieses, Edgar Maldonado, Esther Williams, Alexis Wise, Julius Holtzclaw, Rebecca Courtney, Mary DeMund, David Solo, Wendy Cliff, Ray Menaster, Robert Hollingsworth, Tenisha Tate, Barbara Geisler, A. Quamina, Megan Bolduc, Jenny Schmidt, Steve Knudsen, Lesia Knudsen, S. Ashby, Aaron Flaster, Clark Warden, Chad Carvey, Susan Newmeyer, Jennifer Atterman, Kristine Duran, Deandra Drike, Wesley, Ellen Franz, Elberta Eriksson, Frances Nelson, Melba Banks, Kahaya Adams, Marty Perlmutter, Sharon Turner, Demetrius McClinton, Teddy Southern, Tuon Nong, Elizabeth Walsh, Tonja Standley, Shamila Austin, Wesley Jones, Lisa Goodrich-Boyd, Pamela Dake, Jonnette Newton, Caloline Van Alst, Yolanda Morgan, Corinna Hensley, Vicki Nichols, Brandi Lemire, Kerry Peirson, Forrest Corson, S. Spoeng, Joanna Jones, Edgar Furlong, Donald Jen, Hillair Bell, Alison Niederer, Bob Crose, Matt Helmenstine, Jewel Barrow, _____ Hey, Bob Crose, Paris Lee, Annie Wilson, Alesia Cook, Hazel Goff, Brooke Toczylowski, Terrie Green, Royce McLemore, Susan Cassidy, Jeff Kutash, David Zapol, Kate Tallant and Kathy Blazei taking minutes

CALL TO ORDER

Minutes

President Newmeyer called the meeting to order at 5:12 pm. He announced that the meeting would be 'open mike', that cards would not be required and that individuals' public comments should be limited to three minutes each. Meeting Facilitators from FSG, Mr. Jeff Kutash and Mr. David Zapol, were introduced to facilitate discussion in three categories: Vision for the District, Search for a New Superintendent, and Structuring the District for Success. President Newmeyer read the Public Memo of March 10, 2011.

1. Addressing the Board Prior to Open Session (D)

Persons wishing to address the Board on items on the agenda or items not on the agenda may do so at this time. (Turn in completed card; 3-minute time limit for presentation. Regarding comments

on items that are not on the agenda, Board members may listen to your presentation but are prohibited by the Brown Act from making a response.)

2. Approval of Agenda Order (1)

Minutes

The agenda order was approved.

STRATEGIC INITIATIVE/PLANNING

1. The Board of Trustees will gather community input on the district's vision, the search for a new superintendent, and how to structure the district for success. (1)

Minutes

Process

Jeff Kutash, Facilitator, explained that the Board would listen and FSG would capture community comment. He began by asking for comments on the process.

Public Comment

- Ray Menaster: The website is not up to date; neither the Board nor school principals attend meetings or events in the community.
- Vicki Nichols: What types of funding are available for a public school and for a charter? Consider the economic impact; 5:00 pm is too early to begin a meeting.
- Hillair Bell: What is the timeframe for decisions about schools and for hiring?
- President Newmeyer: There will be no decisions before these meetings all take place; there are not unanimous views by board members on some of these topics; there will be no changes by Fall 2011, possibly by Fall 2012.
- Nancy Johnson: What is the Board's role in serving the students and community?
- President Newmeyer: It is premature to respond to this question.
- Barbara Geisler: Will there be no superintendent until Fall 2012?
- President Newmeyer: A superintendent will be hired as soon as possible.
- Barbara Geisler: Will there be two charters and no public school?
- President Newmeyer: That is all to be determined.
- Amy: A lot of information is coming from the Marin IJ; could the Board put out something of its own? What are the differences between public and charter schools?

President Newmeyer: We will try to put something on the website.

Jeff Kutash: Charter and traditional schools are both public schools; there are good and bad examples of both.

General Comment: An outline of tradeoffs would be helpful.

Vision

President Newmeyer reviewed the District's current vision: 'All students are academically and socially prepared to compete and be successful at each grade level.' How do we make that a reality and follow through, turn challenges into successes? He then reviewed comments from previous Board study sessions to describe an:

Effective District: community engagement, human capital, accountability, comprehensive instruction, and Effective Schools: parent engagement, high expectations, strong leadership, quality teaching, support services.

Public Comment:

- Ray Menaster: Add more African American history and culture to curriculum.
- Paris Lee: Focus more on becoming a college preparatory elementary school; use more community enrichment programs; prepare students to be enriched and college bound; support our teachers; focus on our own community.
- Alesia Cook: Martin Luther King, Jr. Academy (MLK) needs a steady structure and principal; continuity improves student performance; kids become confused by different principals' expectations; lot of kids need more structure than they receive at home; teachers need more support staff; parents need to be involved.
- Wendy Cliff: Regarding Sausalito vs. Marin City differences, the District name emphasizes the differences; rename the District based on what you have in common.
- Trustee Thornton: We came from Sausalito School District, added Marin City to the name, and emphasized that we are 94965.
- Steve Knudsen: More parents should sit with the students who need assistance during the day and support the teachers; many students are challenging by personality; parents could help make the program run smoother; more community people need to become involved in the schools.
- General Comment: Ms. Newton has no tolerance for bad behavior; the teachers will not leave anyone behind. Staff was complemented.
- Alison Niederer: Add student engagement to the vision. Will the remaining two meetings be the same or different?
- Jeff Kutash: The next meeting (April 7) will be a repeat of this one; at the third meeting (April 21), we will come back with what we have heard in the first two.
- Marty Perlmutter: Don't invite but demand parent input and parent engagement; nothing will work without parent engagement; require it!
- Royce McLemore: There are concerned citizens who do not have relatives in the school district; they have an obligation to support the parents who have children in the school district; we in community need to support our parents. Parents (she has spoken with) want smaller children at Bayside and older children at MLK; they don't want them to come together nor do they want a charter school; they want the teachers they have. The Board cannot decide what is best for other people's children on its own. Ms. McLemore supports what the parents want and encourages all parents to speak up regarding what they want.
- Fran Nelson: Adjust the basic vision to add being successful citizens of the world; the current language sounds like we are only interested in students' annual test scores; we want them to be good, intelligent, well informed citizens in the future.
- Elberta Eriksson: Prepare students to be part of the world; our children have been raised with such a narrow view. The community needs to feel they have ownership – an open system, not a closed system in the school district.
- Susan Cassidy: Think outside the box – why can't we do what the charters do? We are very heavy on consultants and specialists; use that money for the children. Require strong leadership and give more leadership to the principals.
- Leketia Clay: Keep it in the community; we need more parent participation; why take the new school away? Give it a chance; kids need a full chance; keep the money here; we don't need a charter school; don't take this away from our kids and community; give everyone a chance – staff, students and parents.

Facilitator Kutash asked for Board input. What resonates?

- Trustee Ziegler: Parents have to be involved.
- Trustee Thornton: When things don't work, you want to reorganize; stick to it!
- Trustee Benjamin: There is a strong need for the Board and teachers to know what is going on in both communities; there is a separation there and we need to make future decisions with that involvement. We are concerned about kids getting the best education but if communities can't back us up on what we want to give, it is not going to work. This is food for board discussion, to culminate with your thoughts and desires.

- Trustee Trotter: No comment.
- President Newmeyer: Losing Stephen Strachan was huge; a principal is paramount for MLK. We are sitting opposite one another but might be better as a circle. We passionately believe that all kids can get a good education; we intend to keep talking with community.

Search for a Superintendent

President Newmeyer read search criteria and selection process recommendations from prior study sessions.

Public Comment:

- General Comment: How will an advisory committee be chosen?
- President Newmeyer: That is to be determined.
- Julius Holtzclaw: Can the position be someone who can perform dual roles since we want to maximize dollars? We need someone to publicize the great things we do at the District in both locations; I'm tired of hearing that we are underperforming; we may not be satisfied with our position in the county but we are well above state norms; we have highly qualified staff; the Board let some good staff get away. A charter is not the answer; we need to determine how to get parents involved; if they are not involved now, they will not be involved if we become a charter.
- Stacy Stewart: I chose a public school, not a charter school; if we wanted our kids in a charter, our kids would already be in Willow Creek Academy (WCA); we don't want this taken from us; we have the option to choose a charter school if we want it.
- Hillair Bell: A superintendent search is a big commitment; committee members need to be willing to make that commitment; what is the criteria for the search committee - for instance, interviewing skills? Consider professional screening.
- Susan Cassidy: Neither teachers, principals, nor parents are currently indicated on plans for an advisory committee.
- Trustee Thornton: We should consider increasing the number of advisory committee members to more than five.
- President Newmeyer: I have personally been focused on the MLK principal search and am not ready on the superintendent search.
- Susan Cassidy: There are different models of leadership; do you have any models of leadership in mind to hone in on what SMC wants and would it be shared with the committee?
- President Newmeyer: There has been no work to date on this.

Facilitator Kutash asked for Board input. What resonates?

- Trustee Ziegler: I hear tremendous loyalty to district and schools; we want this to be a top flight school; loyalty will intensify if we do that; it's a huge job. Tell us more of what you are feeling; structure has to be responsive to community but we cannot lose sight of becoming top flight schools. How can we get there? What key things can we do? The money should go where it will be used most effectively. We need a top rate principal and superintendent; top flight people have to be paid. If we keep doing what we've been doing, we will not get there.
- Trustee Thornton: The District has two California Distinguished Schools; we do not have schools in improvement; we can't castigate our success. Scores have gone from 300s to 800s; somewhere in there is some applause. A dual superintendent needs to be discussed by the Board. The superintendent can help encourage parent involvement.
- Trustee Benjamin: I am concerned about a principal splitting their time between schools. Superintendents have other obligations; a split would leave one area suffering; I am not really in favor of a superintendent/principal either. We have very caring people; sometimes we just burn them out. There should be more than five people on the advisory committee without becoming unwieldy; people will have to commit to a lot of time.
- Trustee Trotter: No comment.
- President Newmeyer: It is early in the process; I have been focused on the MLK principal.

Splitting was brutal on Cherisse Baatin. Teachers and individuals who help all say the kids need a lot of time; we need a principal at MLK all the time.

Structure

President Newmeyer reviewed that the school board may also need to address structural challenges in the District to deliver on the strategic vision. Initially, the Board together with FSG, examined different ways to look at structure to maximize instruction, time, and people in the classroom. The Board wants to address what they hear with all sorts of options.

Public Comment

- Mary DeMund: Work toward a goal of one K-5 school on the Bayside campus. The most positive thing to happen is the incredible gains Bayside students have made; they are not that divergent from WCA. Consider one school on that campus; the time has come; the Board has given a lot of positive energy to WCA; with the same given to Bayside, we can continue those educational gains. Initiate more shared activities such as classroom projects and parent meetings. Bayside was built for all children of this district; it would be a travesty to take the children of Marin City away. MLK was built to be a middle school; consider making MLK into a magnet school with a specialized curriculum.
- Julius Holtzclaw: I echo Mary DeMund on making MLK a magnet school; what attracts parents to WCA is the program they offer; have the magnet school discussion. We don't want anyone (staff) come to our office and feel overwhelmed; they will leave; they need our support. Give teachers more of a lead teacher opportunity to make a split principal/superintendent position possible; other small districts do that.
- Royce McLemore: Consider a merge with WCA into one elementary and one middle school; this is not about the money.
- Jennifer Atterman: Bayside teachers have thanked WCA teachers for lending support to the board meetings; we don't have animosity towards one another; we need collaboration across all three schools – we care about each other.
- Alesia Cook: A principal is needed that will work with parents; schools could be doing more to raise funds; we need structure from the top (leadership) to make this work
- Parent: There are no Bayside or MLK parents on this board; I need someone interested in what I want.
- Parent: We need more information about the feeling of inequality; do you have facts? It diverges from comments made by teachers. Do you want equality in the district or in education?

Facilitator Kutash asked for Board input. What resonates?

Trustee Ziegler: We want parents involved in the schools and if they are involved, they will run for this board. We need to improve the schools and preserve our identity. We need to spend more time on our identity. Structure is useful but is not the most important – go outside the box, we need more in the box.

- Trustee Thornton: We need to continue working, break the silence and be very clear – no doublespeak; I have concern for spending time on form and not on substance.
- Trustee Benjamin: There are systemic issues that need to be taken care of so we can move on; the Board is listening tonight; this is very informative; I am looking forward to the next two events to get more input and information.
- President Newmeyer: There is a teacher disconnect between tonight and comments by other teachers. He read from a proposal received from MLK teachers, Natasha Griffin, Carmen Rivera and Debra Moore. The kids are bright; the parents are articulate but I am also hearing from teachers. Money is a concern; a lot is paid by Marin Community Foundation (MCF) today; looking long term we need to review structure. I am also intent on a principal who sticks around. We need the dialogue and at the end of the day, we need to look at a lot of

factors. We need to make smart decisions and we plan to do that.

Trustee Thornton: Add magnet schools to the information to be put on the website about charter schools and traditional schools.

Facilitator Kutash thanked everyone attending for sharing their emotions and their passions for their children. He thanked the Board for opening up the meetings.

Sharon Turner: It took three months to get here; when will there be a decision on structure?

President Newmeyer: It will be at least Fall 2012.

Trustee Ziegler: We have to be comfortable with the decisions.

ADJOURNMENT

Minutes

The meeting adjourned at 7:25 pm.

Signature/Date

Title