Mendocino Unified School District

Agenda

Regular Board Meeting

APRIL 19, 2018

MENDOCINO HIGH SCHOOL
10700 FORD STREET
MENDOCINO, CA 95460

4:00 P.M. CLOSED SESSION – CLASSROOM 10

5:00 P.M. OPEN SESSION –

HIGH SCHOOL LIBRARY

http://www.mendocinousd.org

If the public wishes to make a comment regarding any closed session item before the Board adjourns to closed session, please go to

High School Classroom 10 at 4:00 p.m.

Board Priorities

- *Develop and expand community partnerships and communication*
- *Increase learning and achievement for all students, families, and staff*
- *Plan wisely for the future while maintaining fiscal integrity*
- *Maintain and improve the physical plant*

Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the District Office: 44141 Little Lake Road, Mendocino, CA 95460. Board backup materials are also located on the MUSD website at http://www.mendocinousd.org/District/2285-Untitled.html

In compliance with Government Code section 54954.2(a) Mendocino Unified School District will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability related modification or accommodation in order to participate in the meeting should contact, Susan Strom, Exec. Assistant to the Superintendent, in writing at P.O. Box 1154, Mendocino, CA 95460 or via email at dosusan@mcn.org.

MENDOCINO UNIFIED SCHOOL DISTRICT IS PROUD TO BE AN EQUAL OPPORTUNITY EMPLOYER

1. 4:00 P.M. OPEN MEETING, CALL TO ORDER AND ROLL CALL

1.1. Call to order and roll call

1.2. The President will verbally identify the agenda items to be discussed during closed session as listed below.

2. PUBLIC HEARING FOR CLOSED SESSION

Members of the public may take this opportunity to comment on closed session agenda items per Board Policy 9322. Under the requirements of the Brown Act open meeting law, members of the community wishing to address an item on the closed session agenda may do so at this time. Items not on the agenda cannot be addressed at this time. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes. (Government Code 54954.3).

3. CLOSED SESSION

The Board will adjourn to closed session pursuant to Government Code 54950 - 54962. Closed session attendees include Board members and Superintendent Jason Morse.

3.1. Conference with labor negotiators (Government Code 54957.6)
Agency Representative: Superintendent Jason Morse
Employee organizations: CEMUS and MTA bargaining units and unrepresented employees

3.2. Employment/Personnel Changes per Item 5.3

4. 5:00 P.M. RECONVENE TO OPEN SESSION

4.1. Call to order and roll call

4.2. Closed session disclosure
Any reportable action taken during closed session will be disclosed at this time.

4.3. Approval of agenda
Items to be removed from the agenda or changes to the agenda should be done at this time.

5. CONSENT AGENDA

Items on the consent agenda are passed in one motion without discussion. Any item may be pulled from the consent agenda by any member of the Board and moved to action when approving the agenda. (action)

5.1. Approval of Warrants
5.1.1. Warrants dated: 2/28/18, 3/7/18, 3/14/18, 3/21/18, 3/28/18, 4/4/18

5.2. Approval of Minutes
5.2.1. Board Meeting Minutes 3/8/18

5.3. Approval of Employment/Personnel Changes
5.3.1. Certificated Teacher, column move from 4 to 5, effective 4/2/18
5.3.2. Substitute Teacher, long term sub rate, effective 3/14/18
5.3.3. Substitute Teacher, long term sub rate, effective 3/14/18
5.3.4. Resignation of Classified Aide, 6.25 hours/day, effective 3/30/18
5.3.5. Classified Accounts Payable, 2.5 hours/day, effective 5/9/16 (retroactive)

5.4. Approval of Current Budget Change Report

5.5. Approval of Mendocino Community Network (MCN) Financial Statements
- 5.5.1. Unaudited MCN Statement of Fund Net Position (with GASB 68 adjustments separated), for February 28, 2018 with comparative totals as of June 30, 2017
- 5.5.2. MCN Statement of Revenues, Expenses, and Changes in Fund Net Position based on Audit Report (minus GASB adjustments) for eighth period ending February 28, 2018 with comparative totals as of June 30, 2017

5.6. Approval of Attendance Report Month 6

5.7. Acknowledgement of receipt of letter from the Superintendent regarding layoffs

5.8. Acknowledgement of letter from MCOE regarding the Assignment Monitoring Audit

5.9. Approval of Student Body Account Reports for January, February, and March 2018

5.10. Acknowledgement of receipt of a grant of $9,000 from the Community Foundation of Mendocino County for Youth Mental Health First Aid; this grant was made possible by the hard work of Anna Levy, School Counselor

5.11. Proclamation 2018-02: Mendocino Unified School District proclaims May 21-25, 2018 to be the Week of the School Employee

5.12. Approval of Williams Settlement Quarterly Uniform Complaint Reports for Quarter 3 of the 2017-18 School Year

5.13. Approval of Board Policy and Administrative Regulation
- 5.13.1. BP/AR 5141.21: Administering Medication and Monitoring Health Conditions

5.14. Approval of CEMUS TA 2018-01: Salary Compensation
- 5.14.1. CEMUS Salary schedules for 2017-18, 2018-19, and 2019-20

5.15. Approval of MTA TA 2018-06: Salary Compensation
- 5.15.1. MTA Salary schedules for 2017-18, 2018-19, and 2019-20

5.16. Approval of Principals and Management Salary Schedules for 2017-18, 2018-19, and 2019-20

6. Reports

6.1. Student Trustee Olivia Grinberg

6.2. Administrative
- 6.2.1. Principal – Kim Humrichouse
- 6.2.2. Superintendent – Jason Morse

6.3. Bargaining Units
- 6.3.1. Mendocino Teachers Association (MTA)
- 6.3.2. Classified Employees of Mendocino Unified Schools (CEMUS)

6.4. Board Trustee Reports

7. TIMED ITEM 6:00 P.M. - PARENT/COMMUNITY COMMENT

Items not on the agenda, but within the jurisdiction of this body, may be addressed at this time or be submitted to the Superintendent in writing for Board consideration as an agenda item. A three minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes (Government Code 54952). The Brown Act does not permit the Board to take action on any item that is not on the agenda. In addition, in order to protect the rights of all involved, complaints about employees should be addressed through the District complaint process. Speaking about a personnel issue at a Board meeting may prevent the Board from being able to act on it. Please see an administrator to initiate the complaint process. The Board may briefly respond to public comments by asking questions to clarify the speaker's comments and refer the speaker to the Superintendent for further clarification. We thank you for your comments and participation at this meeting.

8. INFORMATION/DISCUSSION/ACTION ITEMS

8.1. High School Science Teacher Shane Crockett will give a proposal to build a Half Pipe Ramp for skateboarding at the High School.
(information/discussion/action)

8.2. Trustee Area Boundary Discussion
(information/discussion/action)

8.3. Maintenance and Operations Supervisor Otto Rice will provide an update to the Deferred Maintenance Plan.
(information/discussion/action)

8.4. Superintendent Jason Morse will give a report on school safety for our district.
(information/discussion)

8.5. Consideration of Resolution 2018-03 regarding the assignment of Superintendent Jason Morse as the authorized representative to sign and file on behalf of the District, a Financial Assistance Application. The financing agreement from the State Water Resources Control Board will be for the planning, design, and construction of the Recycled Water System Master Planning Project.
(action)

8.6. Approval of Acceptance of Request for Allowance of Attendance because of emergency conditions, Form J-13A (Comptche School closure 2/15/18)
(action)

8.7. Set class size limits for School Year 2018-19 according to BP 6151
The Board establishes class size limits yearly (as related to inter-district and intra-district transfers).
(action)

8.8. Final Action on Resolution 2018-04 to reduce .25 FTE Certificated Employee for the 2018-2019 School Year
(action)

8.9. Consideration of Resolution 2018-05 to adopt Specification of Election Order In order for the Board trustee seats to appear on the November ballot. This resolution must be passed and filed with the County Superintendent who then provides the information to the County Registrar of Voters.
(action)

8.10. Consideration of Resolution 2018-06: Initiating proceedings for the Maintenance Assessment District (MAD). In order to continue to collect and use fees through the MAD, the Board must initiate the review and adopt this process annually. This resolution initiates this process.
(action)

8.11. Consideration of Certificated Teacher request to work a reduced schedule of .47 FTE and a .53 FTE Leave of Absence beginning in January 2019 (one semester)
(action)

8.12. Approval of Disclosure of Collective Bargaining Unit Agreements for Mendocino Teachers' Association (MTA), Classified Employees of Mendocino Unified (CEMUS), Certificated and Classified Management, and the Superintendent's salary. All groups listed will receive a 1% salary increase effective 7/1/17, a 2% salary increase effective 7/1/18, and a 4% salary increase effective 7/1/19. Before entering into an agreement covering matters within the scope of representation, the major provisions of the agreement shall be disclosed at a public meeting in a format established by the Superintendent of Public Instruction.
(action)

8.13. Approval of Board Bylaw as a first reading
8.13.1. BB 9100: Organization
(action)

8.14. Board Policy and Administrative Regulation as information only
8.14.1. BP/AR 1240: Volunteer Assistance
(information)

9. FUTURE AGENDA ITEMS

Designate CIF representatives, MCN Third Quarter Report & next year's MCN Budget, MAD Resolution, Local Assessments, ongoing policies

10. ADJOURNMENT

The next regular Board meeting is scheduled for **May 17, 2018** at the K-8 School. A Board Study Session is scheduled for May 1, 2018.

COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 03/01/2018

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1877 MCN February 26, 2018

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	
	REQ#	REFERENCE LN	FU RESO P OBJE SCH GOAL FUNC DIST	DESCRIPTION		AMOUNT
18724654	009993/	MATTHEW STARKWEATHER				
		PV-180519	63-0000-0-5200-001-0000-6000-0000	Dispatch Mileage 1/30 - 2/9		86.65
			WARRANT TOTAL			$86.65
18724655	009298/	TPX COMMUNICATIONS				
	180074	PO-180074 1.	63-0000-0-5903-001-0000-6000-0000	Inv. 99995998-0		3,869.57
			WARRANT TOTAL			$3,869.57

*** BATCH TOTALS ***			
TOTAL NUMBER OF CHECKS:	2	TOTAL AMOUNT OF CHECKS:	$3,956.22*
TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
TOTAL PAYMENTS:	2	TOTAL AMOUNT:	$3,956.22*

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1878 DISTRICT February 26, 2018

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FU RESO P OBJE SCH GOAL FUNC DIST	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
18724656	009489/	MICHELLE DUVIGNEAUD				
		PV-180512		01-9003-0-4300-220-1110-1000-8357	Food for Cooking Class	142.34
				WARRANT TOTAL		$142.34
18724657	008357/	EUREKA OXYGEN COMPANY INC				
		PV-180511		01-8150-0-5800-001-0000-8110-0000	Inv. 438128	220.15
				WARRANT TOTAL		$220.15
18724658	009771/	HANNAH GRINBERG				
		PV-180518		01-0000-0-4300-220-1110-1000-9009	Local History Books	29.20
				WARRANT TOTAL		$29.20
18724659	008490/	KIMBERLY HUMRICHOUSE				
		PV-180514		01-0000-0-5200-220-0000-2700-0000	Mileage Reimbursement	66.50
				WARRANT TOTAL		$66.50
18724660	010148/	MARTHA JIMENEZ				
		PV-180516		01-3010-0-5200-001-0000-3130-0000	Supplies, Mileage	93.97
				WARRANT TOTAL		$93.97
18724661	009782/	AMANDA MARTIN				
		PV-180513		01-0001-0-4300-246-1110-1000-9080	Books and Supplies	79.90
				01-0001-0-4300-246-1110-1000-9080	Speaker	53.68
				WARRANT TOTAL		$133.58
18724662	000001/	PG&E				
	180031	PO-180031	7.	01-0000-0-5510-246-0000-8200-0000	Acct. 8658020613-3	135.46
				WARRANT TOTAL		$135.46
18724663	009938/	DARCIE PLOCHER				
		PV-180517		01-3010-0-5200-001-1110-1000-0000	Mileage Reimburse	57.77
				WARRANT TOTAL		$57.77
18724664	000088/	ROSSI BUILDING MATERIALS				
		PV-180515		01-0001-0-4300-150-1110-1000-9004	Acct. 49920	22.33
				WARRANT TOTAL		$22.33

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1878 DISTRICT February 26, 2018

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU	RESO	P	OBJE	SCH	GOAL	FUNC	DIST	DEPOSIT TYPE DESCRIPTION	ABA NUM	ACCOUNT NUM	AMOUNT
*** BATCH TOTALS ***												TOTAL NUMBER OF CHECKS: 9	TOTAL AMOUNT OF CHECKS:		$901.30*
												TOTAL ACH GENERATED: 0	TOTAL AMOUNT OF ACH:		$.00*
												TOTAL EFT GENERATED: 0	TOTAL AMOUNT OF EFT:		$.00*
												TOTAL PAYMENTS: 9	TOTAL AMOUNT:		$901.30*
*** DISTRICT TOTALS ***												TOTAL NUMBER OF CHECKS: 11	TOTAL AMOUNT OF CHECKS:		$4,857.52*
												TOTAL ACH GENERATED: 0	TOTAL AMOUNT OF ACH:		$.00*
												TOTAL EFT GENERATED: 0	TOTAL AMOUNT OF EFT:		$.00*
												TOTAL PAYMENTS: 11	TOTAL AMOUNT:		$4,857.52*

COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 03/07/2018

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1879 MCN March 5, 2018

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FU RESO P OBJE SCH GOAL FUNC DIST	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
18725279	008497/	AT&T/SBC LONG DISTANCE				
		PV-180531		63-0000-0-5903-001-0000-6000-0000	833877968	19.21
				WARRANT TOTAL		$19.21
18725280	006883/	BUSINESS CARD				
		PV-180536		63-0000-0-4300-001-0000-6000-0000	Amazon item	30.68
				63-0000-0-4300-001-0000-6000-0000	SanDisk, Amazon	9.97
				63-0000-0-4300-001-0000-6000-0000	Driver Kit, Amazon	132.06
				63-0000-0-4300-001-0000-6000-0000	Battery, Amazon	49.99
				63-0000-0-4300-001-0000-6000-0000	Socket Set, Amazon	57.00
				63-0000-0-4300-001-0000-6000-0000	ISTumbler.com	9.99
				63-0000-0-4300-001-0000-6000-0000	Gaming Monitor, Graphics Adapt	204.61
				63-0000-0-4300-001-0000-6000-0000	Hello Direct	75.68
				63-0000-0-4300-001-0000-6000-0000	Apple IMac	648.00
				63-0000-0-4300-001-0000-6000-0000	Graphics Adapter	49.38
				63-0000-0-4300-001-0000-6000-0000	International fee	1.89
				63-0000-0-5800-001-0000-6000-0000	MartinVit	63.00
				63-0000-0-5800-001-0000-6000-0000	DigitalOcean	71.43
				63-0000-0-5800-001-0000-6000-0000	Linode.com	40.00
				63-0000-0-5800-001-0000-6000-0000	Twilio	20.00
				63-0000-0-5800-001-0000-6000-0000	Moving Targets	386.28
				63-0000-0-5800-001-0000-6000-0000	Lynda.com	34.99
				63-0000-0-5800-001-0000-6000-0000	myfax	10.00
				63-0000-0-5800-001-0000-6000-0000	Akmin	38.00
				WARRANT TOTAL		$1,932.95
18725281	010210/	MULTIMEDIA SALES & MARKETING				
		PV-180532		63-0000-0-5811-001-0000-6000-0000	Inv. 911781	475.00

COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 03/07/2018

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1879 MCN March 5, 2018

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE DESCRIPTION	ABA NUM ACCOUNT NUM	AMOUNT
				WARRANT TOTAL			$475.00
18725282	003916/	NORTH COAST REFRIGERATION INC.					
		PV-180533		63-0000-0-5800-001-0000-6000-0000	Inv. 54336		995.66
				WARRANT TOTAL			$995.66
18725283	010161/	STREAKWAVE					
	180269	PO-180269	1.	63-0000-0-4300-001-0000-6000-0000	Inv. 698036		271.71
	180269		1.	63-0000-0-4300-001-0000-6000-0000	Inv. 697999		505.45
	180269		1.	63-0000-0-4300-001-0000-6000-0000	Inv. 698718		169.34
	180269		1.	63-0000-0-4300-001-0000-6000-0000	Inv. 698432		321.00
	180304	PO-180304	1.	63-0000-0-4300-001-0000-6000-0000	Inv. 704874		2,302.58
	180304		1.	63-0000-0-4300-001-0000-6000-0000	Inv. 704838		151.96
				WARRANT TOTAL			$3,722.04

*** BATCH TOTALS ***	TOTAL NUMBER OF CHECKS: 5	TOTAL AMOUNT OF CHECKS:	$7,144.86*
	TOTAL ACH GENERATED: 0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED: 0	TOTAL AMOUNT OF EFT:	$.00*
	TOTAL PAYMENTS: 5	TOTAL AMOUNT:	$7,144.86*

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1880 DISTRICT March 5, 2018

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE DESCRIPTION	ABA NUM ACCOUNT NUM	AMOUNT
18725284	009483/	AMERICAN TIME AND SIGNAL					
		PV-180522		01-8150-0-4300-001-0000-8110-0000	Inv. 795096		795.84
				WARRANT TOTAL			$795.84
18725285	009910/	ARROW BENEFITS GROUP					
	180003	PO-180003	1.	01-0000-0-9514-000-0000-0000-0000	FEBRUARY Dental, Vision		555.00
				WARRANT TOTAL			$555.00
18725286	009924/	AT&T					
	180004	PO-180004	6.	01-0000-0-5903-001-0000-7200-0000	Inv. 10946394		85.21
	180004		4.	01-0000-0-5903-150-0000-2700-0000	Inv. 10946394		152.23
	180004		4.	01-0000-0-5903-150-0000-2700-0000	Inv. 10946733		17.04
	180004		5.	01-0000-0-5903-220-0000-2700-0000	Inv. 10946394		191.70
	180004		5.	01-0000-0-5903-220-0000-2700-0000	Inv. 10946734		14.85
	180004		2.	01-0000-0-5903-221-0000-2700-0000	Inv. 10946394		53.87
	180004		3.	01-0000-0-5903-246-0000-2700-0000	Inv. 10946394		66.64
	180004		1.	12-6105-0-5903-222-7110-8200-0000	Inv. 10946394		54.16
	180093	PO-180093	1.	01-0000-0-5903-155-3100-2700-0000	Inv. 10946394		16.50
	180093		2.	01-0740-0-5903-001-0000-3600-0000	Inv. 10946394		14.85
				WARRANT TOTAL			$667.05
18725287	000696/	CALIFORNIA SCHOOL BOARDS ASSOC					
		PV-180526		01-0000-0-5800-001-0000-7200-1052	INV-37937-T4Z2T3		1,875.00
				WARRANT TOTAL			$1,875.00
18725288	009986/	CHRISTY WHITE ASSOCIATES					
	180006	PO-180006	1.	01-0000-0-5801-001-0000-7190-0000	Inv. 14019		1,394.60
				WARRANT TOTAL			$1,394.60
18725289	003108/	CLOVER STORNETTA FARMS INC					
	180009	PO-180009	1.	13-5310-0-4700-001-0000-3700-0000	Inv. 0100847990		148.84
	180009		1.	13-5310-0-4700-001-0000-3700-0000	Inv. 0100853413		144.50

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1880 DISTRICT March 5, 2018

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				WARRANT TOTAL		$293.34
18725290	009816/	COMMUNITY CENTER OF MENDOCINO				
		PV-180534		01-0001-0-5800-220-1110-1000-1134	Session 1,2,3 Scholarships	3,360.00
				WARRANT TOTAL		$3,360.00
18725291	008507/	CYPRESS HOLDINGS INC				
	180022	PO-180022	2.	01-0740-0-4365-001-0000-3600-0000	49494 BUS	2.39
	180022		1.	01-8150-0-4300-001-0000-8110-0000	49494 MAINTENANCE	975.83
		PV-180520		14-0000-0-4300-001-0000-8100-0000	49494 DEF. MAINTENANCE	62.54
				WARRANT TOTAL		$1,040.76
18725292	009702/	MATT DALEY				
		PV-180538		01-0000-0-5800-220-1110-4200-9989	4 Games Ref	140.00
				WARRANT TOTAL		$140.00
18725293	009030/	FERRELL GAS				
	180019	PO-180019	1.	01-1100-0-5520-150-0000-8200-0000	Inv. 1100098581	284.19
	180019		1.	01-1100-0-5520-150-0000-8200-0000	Inv. 1100051005	647.22
	180019		5.	63-0000-0-5520-001-0000-6000-0000	Inv. 1100098578	180.90
				WARRANT TOTAL		$1,112.31
18725294	004493/	FORT BRAGG DIESEL INC.				
		PV-180530		01-0740-0-5800-001-0000-3600-0000	Inv. 27530	17,244.28
				WARRANT TOTAL		$17,244.28
18725295	009766/	GEO AGGREGATES LLC				
		PV-180525		01-8150-0-4300-001-0000-8110-0000	Inv. 16021	959.13
				WARRANT TOTAL		$959.13
18725296	007546/	SAM GITCHEL				
		PV-180540		01-0000-0-5800-220-1110-4200-9989	6 Games Ref	210.00
				WARRANT TOTAL		$210.00
18725297	003535/	GOSSETT ALARM				
		PV-180528		01-0000-0-5800-001-0000-8110-2089	Acct. 0875/1064, Dec. - March	224.00

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1880 DISTRICT March 5, 2018

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
					WARRANT TOTAL		$224.00
18725298	009247/	TYLER GRINBERG					
		PV-180527		01-0001-0-4300-150-1110-1000-8315		Gardening Supplies	358.66
					WARRANT TOTAL		$358.66
18725299	010125/	JASON HURST					
		PV-180537		01-0000-0-5800-220-1110-4200-9989		16 games Ref	560.00
					WARRANT TOTAL		$560.00
18725300	010090/	INDOOR ENVIRONMENTAL SERVICES					
		PV-180524		01-8150-0-5800-001-0000-8110-0000		Inv. PM26748	1,344.00
					WARRANT TOTAL		$1,344.00
18725301	003860/	MATT ROWLAND EVENTS					
		PV-180523		01-0795-0-5800-150-1110-1000-0000		MHS Improv Show	200.00
					WARRANT TOTAL		$200.00
18725302	003916/	NORTH COAST REFRIGERATION INC.					
		PV-180529		01-8150-0-5800-001-0000-8110-0000		Inv. 54316	125.10
					WARRANT TOTAL		$125.10
18725303	000118/	NORTH COAST TIRE INC					
		PV-180543		01-0740-0-5800-001-0000-3600-0000		Sales Receipt #26116	30.00
					WARRANT TOTAL		$30.00
18725304	007778/	ANDREA PENNEBAKER					
		PV-180539		01-0000-0-5800-220-1110-4200-9989		14 Games Ref	490.00
					WARRANT TOTAL		$490.00
18725305	000001/	PG&E					
	180031	PO-180031	8.	01-0000-0-5510-006-0000-8200-0000		Acct. 6905412483-4	942.80
					WARRANT TOTAL		$942.80
18725306	010122/	REDWOOD COAST FUELS					
	180034	PO-180034	1.	01-0740-0-4361-001-0000-3600-0000		Inv. 0899630	2,607.82
	180034		2.	01-1100-0-5520-150-0000-8200-0000		Inv. 0899980	1,311.24

WARRANT	VENDOR/ADDR	NAME (REMIT)	REQ#	REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
			180034		2.	01-1100-0-5520-150-0000-8200-0000				Inv. 0902780	1,684.20
			180034		3.	01-1100-0-5520-220-0000-8200-0000				Inv. 0901610	1,930.72
						WARRANT TOTAL					$7,533.98
18725307	007675/	SAC-VAL									
			180037	PO-180037	1.	01-0000-0-4300-001-0000-8200-0000				Inv. 30050641	414.15
						WARRANT TOTAL					$414.15
18725308	007958/	SAFEWAY INC.									
			180038	PO-180038	1.	13-5310-0-4700-001-0000-3700-0000				Acct. 151360	593.67
						WARRANT TOTAL					$593.67
18725309	010219/	REGINALD SANDERS									
				PV-180541		01-0000-0-5800-220-1110-4200-9989				6 Games Ref	210.00
						WARRANT TOTAL					$210.00
18725310	009259/	SISC MEDICAL									
			180039	PO-180039	1.	01-0000-0-9514-000-0000-0000-0000				MARCH Medical Insurance	111,278.75
						WARRANT TOTAL					$111,278.75
18725311	008317/	SUN LIFE INSURANCE CO.									
			180041	PO-180041	1.	01-0000-0-9514-000-0000-0000-0000				MARCH Life Insurance	987.96
						WARRANT TOTAL					$987.96
18725312	004342/	SYSCO FOOD SERVICES OF SF INC									
			180042	PO-180042	1.	13-5310-0-4700-001-0000-3700-0000				Inv. 150936206	520.98
			180042		3.	13-5310-0-4700-001-0000-3700-8634				Inv. 150936206	371.03
						WARRANT TOTAL					$892.01
18725313	008781/	WILLIAM TRIPLETT									
				PV-180542		01-0000-0-5800-220-1110-4200-9989				2 Games Ref	70.00
						WARRANT TOTAL					$70.00
18725314	010029/	UNIVERSITY OF OREGON									
				PV-180521		01-0000-0-5800-220-0000-2700-0000				Inv. 181-00919	189.00
						WARRANT TOTAL					$189.00

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE DESCRIPTION	ABA NUM ACCOUNT NUM	AMOUNT
18725315	008740/	US BANK CORPORATE PAYMENT SYS					
		PV-180535		01-0000-0-5200-001-0000-7110-0000	Fuel		41.97
				01-0000-0-5200-001-0000-7110-0000	Parking		20.00
				01-0000-0-5200-001-0000-7110-0000	Meal		23.19
				01-0000-0-5200-001-0000-7110-0000	Windspirit Aum, Hotel		182.25
				01-0000-0-5200-001-0000-7110-0000	Jessica Grinberg, Hotel		182.25
				01-0000-0-5200-001-0000-7110-0000	Michael Schaeffer, Hotel		182.25
				01-0000-0-5200-001-0000-7150-0000	Portola Hotel		513.40
				01-0000-0-5200-001-0000-7150-0000	Meal		36.10
				01-0000-0-5200-001-0000-7150-0000	Jason, Hotel		182.25
				01-0000-0-5200-001-0000-7150-0000	Meal		60.07
				WARRANT TOTAL			$1,423.73
18725316	006754/	WASTE MANAGEMENT-UKIAH					
	180050	PO-180050	1.	01-0000-0-5540-001-0000-8200-0000	Inv. 1043-2561-8		309.33
	180050		2.	01-0000-0-5540-150-0000-8200-0000	Inv. 1042-2561-0		1,204.87
	180050		3.	01-0000-0-5540-220-0000-8200-0000	Inv. 1042-2561-0		1,006.05
	180050		4.	01-0000-0-5540-221-0000-8200-0000	Inv. 1051-2561-1		39.74
	180050		5.	01-0000-0-5540-246-0000-8200-0000	Inv. 2674131-2561-3		83.63
				WARRANT TOTAL			$2,643.62
18725317	008828/	WILD OAK DAIRY					
	180047	PO-180047	1.	13-5310-0-4700-001-0000-3700-0000	Inv. 010452006-003		1,302.64
	180047		2.	13-5310-0-4700-001-0000-3700-8634	Inv. 010452006-003		493.60
				WARRANT TOTAL			$1,796.24

*** BATCH TOTALS ***	TOTAL NUMBER OF CHECKS:	34	TOTAL AMOUNT OF CHECKS:	$161,954.98*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
	TOTAL PAYMENTS:	34	TOTAL AMOUNT:	$161,954.98*
*** DISTRICT TOTALS ***	TOTAL NUMBER OF CHECKS:	39	TOTAL AMOUNT OF CHECKS:	$169,099.84*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
	TOTAL PAYMENTS:	39	TOTAL AMOUNT:	$169,099.84*

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1882 DISTRICT March 12, 2018

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FU RESO P OBJE SCH GOAL FUNC DIST	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
	180051		7.	01-0000-0-5600-221-0000-2700-0000	Inv. 092464405	76.76
	180051		8.	01-0000-0-5600-246-0000-2700-0000	Inv. 092464404	76.76
	180051		9.	12-6105-0-5600-222-7110-1000-0000	Inv. 092464406	76.76
				WARRANT TOTAL		$1,893.91

*** BATCH TOTALS ***	TOTAL NUMBER OF CHECKS:	40	TOTAL AMOUNT OF CHECKS:	$39,181.21*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
	TOTAL PAYMENTS:	40	TOTAL AMOUNT:	$39,181.21*
*** DISTRICT TOTALS ***	TOTAL NUMBER OF CHECKS:	48	TOTAL AMOUNT OF CHECKS:	$40,119.22*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
	TOTAL PAYMENTS:	48	TOTAL AMOUNT:	$40,119.22*

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1882 DISTRICT March 12, 2018

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
	180289		1.	01-9010-0-4300-150-1110-1000-7370	454483356397	26.99
	180292	PO-180292	1.	01-0811-0-4300-150-5770-1120-0000	597355847358	94.37
	180292		1.	01-0811-0-4300-150-5770-1120-0000	785393937847	17.50
	180292		1.	01-0811-0-4300-150-5770-1120-0000	9333373865363	21.84
	180292		1.	01-0811-0-4300-150-5770-1120-0000	454386483474	16.02
	180296	PO-180296	1.	01-0000-0-4300-001-0000-2420-1171	Telephone	81.99
				WARRANT TOTAL		$2,883.56
18725864	004342/	SYSCO FOOD SERVICES OF SF INC				
	180042	PO-180042	1.	13-5310-0-4700-001-0000-3700-0000	Inv. 150953932	411.56
	180042		3.	13-5310-0-4700-001-0000-3700-8634	Inv. 150953932	130.86
				WARRANT TOTAL		$542.42
18725865	009383/	US FOODS				
	180048	PO-180048	1.	13-5310-0-4700-001-0000-3700-0000	Inv. 4669455	1,064.52
	180048		3.	13-5310-0-4700-001-0000-3700-8634	Inv. 4669455	199.30
				WARRANT TOTAL		$1,263.82
18725866	007259/	VERIZON WIRELESS				
	180049	PO-180049	1.	01-0000-0-5902-001-0000-7150-0000	Inv. 1675108376	26.28
	180049		2.	01-8150-0-5800-001-0000-8110-0000	Inv. 1675108376	56.91
				WARRANT TOTAL		$83.19
18725867	009798/	XEROX CORPORATION				
	180051	PO-180051	1.	01-0000-0-5600-001-0000-7200-0000	Inv. 092464401	270.51
	180051		2.	01-0000-0-5600-150-0000-2420-0000	Inv. 092464400	179.83
	180051		3.	01-0000-0-5600-150-0000-2700-0000	Inv. 092464402	347.39
	180051		4.	01-0000-0-5600-155-0000-2700-0000	Inv. 092464398	178.17
	180051		5.	01-0000-0-5600-220-0000-2420-0000	Inv. 092464399	321.39
	180051		6.	01-0000-0-5600-220-0000-2700-0000	Inv. 092464403	366.34

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1882 DISTRICT March 12, 2018

WARRANT	VENDOR/ADDR	NAME (REMIT) REQ#	REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE / ABA NUM / ACCOUNT NUM / DESCRIPTION	AMOUNT
					01-0000-0-5903-001-0000-7200-0000	Postage	0.50
					WARRANT TOTAL		$105.35
18725861	008559/	SOLID WASTE OF WILLITS INC					
		180040	PO-180040	1.	12-6105-0-5540-222-7110-8200-0000	Greenwood Trash Pick-up	55.38
					WARRANT TOTAL		$55.38
18725862	008786/	SPORT & CYCLE TEAM ATHLETICS					
		180293	PO-180293	1.	01-8150-0-4300-001-0000-8110-0000	Inv. 211058	507.02
					WARRANT TOTAL		$507.02
18725863	007765/	SYNCB/AMAZON					
		180272	PO-180272	1.	01-0000-0-4300-150-1110-1000-9009	456863396649	45.93
		180273	PO-180273	1.	01-0000-0-4300-150-1110-1000-9009	875487873449	103.04
		180274	PO-180274	1.	01-0001-0-4300-150-1110-1000-8315	446998673975	86.95
		180274		1.	01-0001-0-4300-150-1110-1000-8315	435348375977,468738688899	363.70
		180277	PO-180277	1.	01-0001-0-4300-150-1110-1000-8315	444894473878	12.19
		180278	PO-180278	1.	01-0001-0-4300-150-1110-1000-8315	447448499657	224.25
		180279	PO-180279	1.	01-0811-0-4300-220-5750-1110-0000	937459354758	26.83
		180281	PO-180281	1.	01-0795-0-4300-220-0000-2420-0000	Books for Library	21.19
		180281		1.	01-0795-0-4300-220-0000-2420-0000	Books for Library	58.78
		180281		1.	01-0795-0-4300-220-0000-2420-0000	Books for Library	27.54
		180281		1.	01-0795-0-4300-220-0000-2420-0000	Books for Library	11.95
		180281		1.	01-0795-0-4300-220-0000-2420-0000	Books for Library	46.01
		180285	PO-180285	1.	01-9003-0-4300-150-3800-1000-8358	453578888846	898.00
		180288	PO-180288	1.	01-6387-0-4300-150-3800-1000-0000	468443783544	375.80
		180289	PO-180289	1.	01-9010-0-4300-150-1110-1000-7370	455343565546	24.69
		180289		1.	01-9010-0-4300-150-1110-1000-7370	644765856849	298.00

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
18725853	008910/	RANDY'S CUSTOM GLASS				
		PV-180563		01-0740-0-4365-001-0000-3600-0000	Inv. 14216	89.70
				WARRANT TOTAL		$89.70
18725854	010122/	REDWOOD COAST FUELS				
	180034	PO-180034	1.	01-0740-0-4361-001-0000-3600-0000	Inv. 0903220	2,145.67
	180034		1.	01-0740-0-4361-001-0000-3600-0000	Inv. 0903160	751.43
	180034		2.	01-1100-0-5520-150-0000-8200-0000	Inv. 0903170	754.20
				WARRANT TOTAL		$3,651.30
18725855	000135/	RHOADS AUTO PARTS INC.				
		PV-180545		01-0740-0-4365-001-0000-3600-0000	Acct. 3140	2,020.03
				WARRANT TOTAL		$2,020.03
18725856	000088/	ROSSI BUILDING MATERIALS				
		PV-180560		01-0001-0-4300-150-1110-1000-8315	Blocks Returned	287.16-
				01-0001-0-4300-150-1110-1000-8315	Blocks	132.77
				01-8150-0-4300-001-0000-8110-0000	Coveralls	97.52
				14-0000-0-4300-001-0000-8100-0000	Lawn Seed, Spreader	109.43
				WARRANT TOTAL		$52.56
18725857	009937/	The Rental Place				
		PV-180557		14-0000-0-4300-001-0000-8100-0000	Inv. 289706-5	93.49
				WARRANT TOTAL		$93.49
18725858	007675/	SAC-VAL				
	180037	PO-180037	1.	01-0000-0-4300-001-0000-8200-0000	Inv. 30051130	233.58
				WARRANT TOTAL		$233.58
18725859	005525/	SCHOOL AND COLLEGE LEGAL				
	180036	PO-180036	1.	01-0000-0-5802-001-0000-7110-0000	IN 18-02146	276.00
				WARRANT TOTAL		$276.00
18725860	008249/	MICHELE SHELDON				
		PV-180554		01-0000-0-5200-001-0000-7200-0000	Mileage	104.85

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				WARRANT TOTAL		$1,826.16
18725846	002311/	MENDOCINO COUNTY YOUTH PROJECT				
	180187	PO-180187	1.	01-9129-0-5800-001-0000-3130-0000	Inv. FEB 18	1,232.30
				WARRANT TOTAL		$1,232.30
18725847	010221/	ANNE MOFFETT				
		PV-180549		01-0000-0-5814-001-0000-7200-0000	Fingerprinting	30.00
				WARRANT TOTAL		$30.00
18725848	005445/	MOUNTAIN FRESH SPRING WATER				
		PV-180559		01-0001-0-4300-220-0000-2700-1103	Inv. 2/28	54.25
				WARRANT TOTAL		$54.25
18725849	000147/	MUSD REVOLVING FUND				
		RC-180002		01-6264-0-5800-150-1110-1000-0000	Teacher Credentialing Cert.	200.00
				WARRANT TOTAL		$200.00
18725850	000040/	OFFICE DEPOT				
	180306	PO-180306	1.	01-0000-0-4300-001-0000-7200-0000	Inv. 111157255001	193.26
	180307	PO-180307	1.	01-0000-0-4300-220-0000-2700-9009	Inv. 111429220001	20.53
	180307		2.	01-0000-0-4300-220-1110-1000-9009	Inv. 111429219001	207.03
	180310	PO-180310	1.	01-0000-0-4300-220-1110-1000-9009	Inv. 111515222001	24.69
	180314	PO-180314	1.	01-0000-0-4300-150-1110-1000-9009	Inv. 111575623001	43.08
	180315	PO-180315	1.	01-0000-0-4300-150-1110-1000-9009	Inv. 11580519001	57.33
				WARRANT TOTAL		$545.92
18725851	009579/	PCM-G				
	180302	PO-180302	1.	01-0000-0-4400-001-0000-7200-0000	Inv. B06886130101	3,026.70
				WARRANT TOTAL		$3,026.70
18725852	009799/	WILLIAM PRICE				
		PV-180556		01-0740-0-4365-001-0000-3600-0000	Battery Packs for Drill	109.53
				WARRANT TOTAL		$109.53

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
		PV-180555		01-8150-0-5800-001-0000-8110-0000		Inv. 17336	99.50
				WARRANT TOTAL			$310.75
18725837	008885/	DONNA FEINER					
	180016	PO-180016	1.	01-8150-0-5800-001-0000-8110-2096		FEBRUARY Testing, Treatment	1,659.00
				WARRANT TOTAL			$1,659.00
18725838	009030/	FERRELL GAS					
	180019	PO-180019	3.	01-0000-0-5520-221-0000-8200-0000		Inv. 1100323436	529.47
				WARRANT TOTAL			$529.47
18725839	003804/	FORT BRAGG ADVOCATE NEWS					
	180018	PO-180018	1.	01-0000-0-5811-001-0000-7200-0000		Statement 0001110933	1,062.09
				WARRANT TOTAL			$1,062.09
18725840	010167/	JIM GAY					
		PV-180565		01-0000-0-5200-001-0000-7110-0000		Hotel for Board Conference	182.25
				WARRANT TOTAL			$182.25
18725841	010220/	HIDDEN TREASURES					
		PV-180548		01-0000-0-4300-150-1110-4200-9989		Inv. 1333	261.20
				WARRANT TOTAL			$261.20
18725842	010090/	INDOOR ENVIRONMENTAL SERVICES					
		PV-180561		01-6230-0-5800-001-0000-8110-0000		Inv. PM27443	12,000.00
				WARRANT TOTAL			$12,000.00
18725843	009161/	JONES SCHOOL SUPPLY CO					
	180308	PO-180308	1.	01-0000-0-4300-220-1110-1000-9009		Inv. 1549834	144.90
				WARRANT TOTAL			$144.90
18725844	010003/	KEMPER ENVIRONMENTAL					
	180025	PO-180025	1.	01-8150-0-5800-001-0000-8110-2096		Inv. 201800041	120.00
				WARRANT TOTAL			$120.00
18725845	000035/	MENDOCINO CITY COMM. SERV'S					
	180028	PO-180028	1.	01-0000-0-5530-001-0000-8200-0000		C02000,2001,2003	1,826.16

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1882 DISTRICT March 12, 2018

WARRANT	VENDOR/ADDR	REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
18725828	009910/		ARROW BENEFITS GROUP							
			PV-180558		69-0000-0-5800-000-0000-6000-0000				Vision Claims	276.00
					WARRANT TOTAL					$276.00
18725829	008233/		BUREAU OF LECTURES & CONCERT							
			PV-180544		01-0795-0-4300-220-0000-2420-0000				MENDCAELEM, Rain Forest Animal	595.00
					WARRANT TOTAL					$595.00
18725830	002999/		CDE							
		180007	PO-180007	1.	13-5310-0-4700-001-0000-3700-0000				Inv. 18 SF-27357	291.20
					WARRANT TOTAL					$291.20
18725831	003108/		CLOVER STORNETTA FARMS INC							
		180009	PO-180009	1.	13-5310-0-4700-001-0000-3700-0000				Inv. 0100857339	159.00
		180009		1.	13-5310-0-4700-001-0000-3700-0000				Inv. 0100856010	97.32
					WARRANT TOTAL					$256.32
18725832	009816/		COMMUNITY CENTER OF MENDOCINO							
			PV-180564		01-0001-0-5800-220-1110-1000-1134				February Snack Reimbursement	168.00
					WARRANT TOTAL					$168.00
18725833	010185/		COUNTRY TIRE							
			PV-180562		01-8150-0-4300-001-0000-8110-0000				Inv. 38301	324.71
					WARRANT TOTAL					$324.71
18725834	008507/		CYPRESS HOLDINGS INC							
		180022	PO-180022	3.	13-5310-0-4700-001-0000-3700-0000				49062, Cafeteria	63.47
			PV-180552		01-0000-0-4300-001-0000-7110-0000				49062, Board Food	93.76
			PV-180553		01-0000-0-4300-001-0000-8200-0000				49496, Custodial	7.97
					WARRANT TOTAL					$165.20
18725835	009489/		MICHELLE DUVIGNEAUD							
			PV-180551		01-9003-0-4300-220-1110-1000-8357				Food for Cooking Class	58.95
					WARRANT TOTAL					$58.95
18725836	000148/		ELK CO. WATER DISTRICT							
		180013	PO-180013	1.	12-6105-0-5530-222-7110-8200-0000				Inv. 17450	211.25

COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 03/15/2018

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1881 MCN March 12, 2018

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
18725820	003147/	FEDERAL EXPRESS CORP.					
	180062	PO-180062	1.	63-0000-0-5904-001-0000-6000-0000		Inv. 6-105-10754	26.78
				WARRANT TOTAL			$26.78
18725821	005644/	INDEPENDENT COAST OBSERVER					
		PV-180547		63-0000-0-5811-001-0000-6000-0000		Inv. 93564	108.00
				WARRANT TOTAL			$108.00
18725822	000035/	MENDOCINO CITY COMM. SERV'S					
	180067	PO-180067	1.	63-0000-0-5530-001-0000-6000-0000		C02002	121.44
				WARRANT TOTAL			$121.44
18725823	008818/	O1 COMMUNICATIONS					
	180070	PO-180070	1.	63-0000-0-5903-001-0000-6000-0000		Inv. 8856180301	265.00
				WARRANT TOTAL			$265.00
18725824	009993/	MATTHEW STARKWEATHER					
		PV-180546		63-0000-0-5200-001-0000-6000-0000		Dispatch Mileage 2/12 - 2/28	105.18
				WARRANT TOTAL			$105.18
18725825	002995/	U.S. Postal Service					
		PV-180550		63-0000-0-5300-001-0000-6000-0000		P.O. Box 2445, 1 year	56.00
				WARRANT TOTAL			$56.00
18725826	007259/	VERIZON WIRELESS					
	180119	PO-180119	1.	63-0000-0-5902-001-0000-6000-0000		Inv. 1675108376	197.11
				WARRANT TOTAL			$197.11
18725827	009697/	WHISPERING PINES WATER					
	180068	PO-180068	1.	63-0000-0-5500-001-0000-6000-0000		Inv. 20180228	58.50
				WARRANT TOTAL			$58.50

*** BATCH TOTALS ***			
TOTAL NUMBER OF CHECKS:	8	TOTAL AMOUNT OF CHECKS:	$938.01*
TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
TOTAL PAYMENTS:	8	TOTAL AMOUNT:	$938.01*

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1884 DISTRICT March 19, 2018

WARRANT	VENDOR/ADDR	NAME (REMIT) REQ#	REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
					01-7338-0-5300-150-1110-1000-0000		Wellspring, Seminar	110.00
					01-7338-0-5300-150-1110-1000-0000		Wellspring Seminar Cancelled	110.00-
					01-9003-0-4300-150-1110-1000-8358		Guitar Center	1,552.01
					01-9003-0-5800-150-1110-1000-8358		Performance at Burbank Center	87.00
					01-9129-0-5200-150-1110-1000-0000		Thai Cuisine, Eureka	72.76
					01-9129-0-5200-150-1110-1000-0000		Meal, Eureka	69.98
					01-9129-0-5200-150-1110-1000-0000		Meal, Eureka	41.33
					01-9129-0-5200-150-1110-1000-0000		Meal, Eureka	44.95
					01-9129-0-5200-150-1110-1000-0000		Hotel, Eureka	200.32
					01-9129-0-5200-150-1110-1000-0000		Hotel, Eureka	200.32
					01-9129-0-5200-150-1110-1000-0000		Hotel, Eureka	200.32
					WARRANT TOTAL			$5,263.99
18726601	009383/	US FOODS						
		180048	PO-180048	1.	13-5310-0-4700-001-0000-3700-0000		Inv. 4801692	1,240.42
		180048		3.	13-5310-0-4700-001-0000-3700-8634		Inv. 4801692	89.95
					WARRANT TOTAL			$1,330.37

*** BATCH TOTALS ***	TOTAL NUMBER OF CHECKS:	27	TOTAL AMOUNT OF CHECKS:	$21,421.30*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
	TOTAL PAYMENTS:	27	TOTAL AMOUNT:	$21,421.30*
*** DISTRICT TOTALS ***	TOTAL NUMBER OF CHECKS:	30	TOTAL AMOUNT OF CHECKS:	$24,272.47*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
	TOTAL PAYMENTS:	30	TOTAL AMOUNT:	$24,272.47*

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				WARRANT TOTAL		$1,020.99
18726597	007675/	SAC-VAL				
	180037	PO-180037	1.	01-0000-0-4300-001-0000-8200-0000	Inv. 30051226	1,204.75
				WARRANT TOTAL		$1,204.75
18726598	009257/	SUSAN STROM				
		PV-180576		01-6264-0-5200-001-1110-1000-0000	Food for Prof. Development	35.18
				WARRANT TOTAL		$35.18
18726599	007846/	THOMSON REUTERS WEST				
		PV-180580		01-0000-0-5800-001-0000-7150-0000	Inv. 837529703	77.31
				WARRANT TOTAL		$77.31
18726600	008740/	US BANK CORPORATE PAYMENT SYS				
		PV-180570		01-0000-0-4300-220-0000-2700-9009	Harvest	27.37
				01-0000-0-4300-220-0000-2700-9075	PBIS Prizes	83.88
				01-0000-0-4300-220-0000-2700-9075	Shipping on Above	13.99
				01-0000-0-4300-220-1110-1000-9075	Literacy Resources	74.99
				01-0000-0-4300-220-1110-1000-9075	Shipping on Above	15.00
				01-0000-0-5800-220-1110-1000-9009	Lyrics to Learn	15.00
				01-0001-0-4300-220-1110-1000-1083	Gopher Sports Equipment	961.32
				01-0001-0-4300-220-1110-1000-1137	Safeway	300.00
				01-0001-0-4300-220-1110-1000-1137	Safeway	245.00
				01-0001-0-4300-246-0000-2700-9080	School Nurse Supply	41.12
				01-0811-0-4300-220-5770-1120-0000	Super Duper Publications	67.34
		PV-180574		01-0000-0-5800-150-0000-2700-9009	Quickbooks	236.17
				01-0001-0-5200-150-1110-1000-1119	Hotel, Yuba City	189.61
				01-0001-0-5200-150-1110-1000-1119	Hotel, Yuba City	189.61
				01-0795-0-5200-150-1110-1000-0000	Alaska Air, Boyle	334.60

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
18726590	010224/	LISA LOGAN				
		PV-180586		01-0001-0-5800-220-1110-1000-1137	MCCF to Reimburse	500.00
				WARRANT TOTAL		$500.00
18726591	008461/	MENDOCINO ART CENTER				
		PV-180578		01-0000-0-5800-150-1110-1000-8108	Inv. 2018	1,000.00
				WARRANT TOTAL		$1,000.00
18726592	007959/	BARBARA MUELLER				
		PV-180569		01-0000-0-5200-001-0000-8200-0000	Cleaning Mileage Oct. - Feb.	1,504.79
				WARRANT TOTAL		$1,504.79
18726593	009118/	ELIZABETH NEWKIRK				
		PV-180573		01-7338-0-5200-150-0000-3110-0000	MCOE Workshop	66.49
				WARRANT TOTAL		$66.49
18726594	000001/	PG&E				
	180031	PO-180031	1.	01-0000-0-5510-001-0000-8200-0000	Acct. 4668452137-3	852.42
	180031		3.	01-0000-0-5510-150-0000-8200-0000	Acct. 0483535710-6	287.66
	180031		3.	01-0000-0-5510-150-0000-8200-0000	Acct. 4668452137-3	3,403.82
	180031		4.	01-0000-0-5510-220-0000-8200-0000	Acct. 4668452137-3	21.03
	180031		5.	01-0000-0-5510-221-0000-8200-0000	Acct. 4668452137-3	262.70
	180031		9.	01-0000-0-5510-223-0000-8200-0000	Acct. 4668452137-3	18.96
	180031		2.	01-0740-0-5510-001-0000-8200-0000	Acct. 4668452137-3	314.31
	180031		6.	12-6105-0-5510-222-7110-8200-0000	Acct. 4668452137-3	282.24
				WARRANT TOTAL		$5,443.14
18726595	006209/	DIANE PRICE				
		PV-180581		01-0001-0-4300-001-1110-1000-1138	Garden Supplies	77.02
				WARRANT TOTAL		$77.02
18726596	000238/	PURCHASE POWER				
	180032	PO-180032	1.	01-0000-0-5904-001-0000-7200-0000	Acct. 8000-9090-0795-1572	1,020.99

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1884 DISTRICT March 19, 2018

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FU RESO P OBJE SCH GOAL FUNC DIST	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
	180019		2.	01-0000-0-5520-246-0000-8200-0000	Acct. 78742179	50.00
	180019		1.	01-1100-0-5520-150-0000-8200-0000	Acct. 78742179	25.00
	180019		1.	01-1100-0-5520-150-0000-8200-0000	Acct. 78742179	25.00
	180019		1.	01-1100-0-5520-150-0000-8200-0000	Acct. 78742179	25.00
	180019		4.	01-1100-0-5520-220-0000-8200-0000	Acct. 78742179	25.00
				WARRANT TOTAL		$175.00
18726584	008424/	TIFFANY GRANT-TULLEY				
		PV-180583		01-0000-0-5200-001-0000-7200-0000	MCOE Mileage	67.36
				WARRANT TOTAL		$67.36
18726585	009247/	TYLER GRINBERG				
		PV-180568		01-0001-0-4300-150-1110-1000-8315	Gardening Supplies	69.53
				WARRANT TOTAL		$69.53
18726586	007431/	PENNY HAAS				
		PV-180567		01-9003-0-5200-220-1110-1000-8357	SF Field Trip Reimburse	377.84
				WARRANT TOTAL		$377.84
18726587	010190/	IT'S A SHORE THING				
		PV-180577		01-0000-0-4300-150-1110-4200-0000	Statement 1170215	32.52
				WARRANT TOTAL		$32.52
18726588	010148/	MARTHA JIMENEZ				
		PV-180582		01-3010-0-5200-001-0000-3130-0000	Snacks, Mileage	83.67
				WARRANT TOTAL		$83.67
18726589	009794/	ANNA LEVY				
		PV-180566		01-3010-0-5200-246-0000-3110-0000	Albion Mileage	35.97
				01-6264-0-5200-001-1110-1000-0000	Ukiah Mileage	94.83
		PV-180585		01-6264-0-5200-001-0000-3110-0000	Mileage	168.95
				01-6264-0-5800-001-0000-3110-0000	Exam, Licensing	408.00
				WARRANT TOTAL		$707.75

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE / ABA NUM / ACCOUNT NUM / DESCRIPTION	AMOUNT
18726575	009910/	ARROW BENEFITS GROUP				
	180003	PO-180003	1.	01-0000-0-9514-000-0000-0000-0000	MARCH Dental, Vision	555.00
				WARRANT TOTAL		$555.00
18726576	009885/	CAITO FISHERIES INC				
		PV-180584		13-5310-0-4700-001-0000-3700-0000	Inv. 0192402-IN	208.50
				WARRANT TOTAL		$208.50
18726577	007790/	CASBO				
		PV-180571		01-0000-0-5811-001-0000-7200-0000	Inv. 604385	275.00
				WARRANT TOTAL		$275.00
18726578	003108/	CLOVER STORNETTA FARMS INC				
	180009	PO-180009	1.	13-5310-0-4700-001-0000-3700-0000	Inv. 0100859624	65.42
				WARRANT TOTAL		$65.42
18726579	008512/	CMC				
		PV-180579		01-0000-0-5800-150-1110-4200-0000	North Coast Section Fee	200.00
				WARRANT TOTAL		$200.00
18726580	008507/	CYPRESS HOLDINGS INC				
	180022	PO-180022	1.	01-8150-0-4300-001-0000-8110-0000	49494 MAINTENANCE	730.44
				WARRANT TOTAL		$730.44
18726581	009274/	LAVIVA DAKERS				
		PV-180572		01-0000-0-5200-150-1110-4200-0000	Travel	112.39
				01-0000-0-5800-150-1110-4200-0000	CPR Class	35.95
				WARRANT TOTAL		$148.34
18726582	009489/	MICHELLE DUVIGNEAUD				
		PV-180575		01-9003-0-4300-220-1110-1000-8357	Cooking Supplies	82.70
				01-9003-0-4300-220-1110-1000-8357	Cooking Supplies	118.20
				WARRANT TOTAL		$200.90
18726583	009030/	FERRELL GAS				
	180019	PO-180019	3.	01-0000-0-5520-221-0000-8200-0000	Acct. 78742179	25.00

COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 03/22/2018

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1883 MCN March 19, 2018

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
18726572	003147/	FEDERAL EXPRESS CORP.					
	180062	PO-180062	1.	63-0000-0-5904-001-0000-6000-0000		Inv. 6-112-47403	47.33
				WARRANT TOTAL			$47.33
18726573	003804/	FORT BRAGG ADVOCATE NEWS					
	180063	PO-180063	1.	63-0000-0-5811-001-0000-6000-0000		Statement 0001109038	343.00
				WARRANT TOTAL			$343.00
18726574	009990/	SUMO FIBER					
	180073	PO-180073	1.	63-0000-0-5903-001-0000-6000-0000		Bill # 113392	2,460.84
				WARRANT TOTAL			$2,460.84

*** BATCH TOTALS ***			
TOTAL NUMBER OF CHECKS:	3	TOTAL AMOUNT OF CHECKS:	$2,851.17*
TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
TOTAL PAYMENTS:	3	TOTAL AMOUNT:	$2,851.17*

COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 03/29/2018

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1885 MCN March 26, 2018

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
18727119	008515/	AT&T					
	180059	PO-180059	1.	63-0000-0-5903-001-0000-6000-0000		Acct. 707 937-4049 653 9	156.71
					WARRANT TOTAL		$156.71
18727120	009372/	BEST BEST & KRIEGER					
		PV-180589		63-0000-0-5802-001-0000-6000-0000		Inv. 816308	122.50
					WARRANT TOTAL		$122.50
18727121	010229/	DANA GRAY PARENTS CLUB					
		PV-180614		63-0000-0-5800-001-0000-6000-0000		Donation for Color Run	250.00
					WARRANT TOTAL		$250.00
18727122	009993/	MATTHEW STARKWEATHER					
		PV-180598		63-0000-0-5200-001-0000-6000-0000		Dispatch Mileage 3/5 - 3/16	106.82
					WARRANT TOTAL		$106.82
18727123	009298/	TPX COMMUNICATIONS					
	180074	PO-180074	1.	63-0000-0-5903-001-0000-6000-0000		Inv. 101060684-0	3,763.74
					WARRANT TOTAL		$3,763.74
18727124	009477/	WALKER AND ASSOCIATES INC					
	180303	PO-180303	1.	63-0000-0-4300-001-0000-6000-0000		Inv. IN00883145	1,052.40
	180321	PO-180321	1.	63-0000-0-4300-001-0000-6000-0000		IN008832424	763.17
					WARRANT TOTAL		$1,815.57
18727125	008517/	YP					
	180060	PO-180060	1.	63-0000-0-5811-001-0000-6000-0000		Acct. 8215440665-00003	110.96
					WARRANT TOTAL		$110.96

*** BATCH TOTALS ***			
TOTAL NUMBER OF CHECKS:	7	TOTAL AMOUNT OF CHECKS:	$6,326.30*
TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
TOTAL PAYMENTS:	7	TOTAL AMOUNT:	$6,326.30*

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1886 DISTRICT March 26, 2018

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
18727126	005250/	A-Z BUS SALES INC					
		PV-180597		01-0740-0-4365-001-0000-3600-0000		Inv. 02P439576	70.34
				WARRANT TOTAL			$70.34
18727127	010136/	ADVANCED SECURITY SYSTEMS					
	180008	PO-180008	1.	01-8150-0-5800-001-0000-8110-2089		Inv. 418045	1,161.00
				WARRANT TOTAL			$1,161.00
18727128	010112/	AIR MED CARE NETWORK					
		PV-180615		01-0000-0-5800-001-0000-7200-0000		6 Memberships	330.00
				WARRANT TOTAL			$330.00
18727129	009910/	ARROW BENEFITS GROUP					
		PV-180587		69-0000-0-5800-000-0000-6000-0000		Vision Claims	639.00
				WARRANT TOTAL			$639.00
18727130	009652/	WINDSPIRIT AUM					
		PV-180593		01-0000-0-5200-001-0000-7110-0000		Mileage Reimburse	59.51
				WARRANT TOTAL			$59.51
18727131	003108/	CLOVER STORNETTA FARMS INC					
	180009	PO-180009	1.	13-5310-0-4700-001-0000-3700-0000		Inv. 0100865245	159.00
	180009		1.	13-5310-0-4700-001-0000-3700-0000		Inv. 0100863965	51.52
	180009		1.	13-5310-0-4700-001-0000-3700-0000		Inv. 0100861170	159.00
				WARRANT TOTAL			$369.52
18727132	008507/	CYPRESS HOLDINGS INC					
		PV-180617		01-0000-0-4300-150-0000-2700-9075		Tea with Tobin	8.40
				01-0001-0-4300-150-1110-1000-1129		49495	10.23
				01-9003-0-4300-150-1110-1000-8358		49495 Culinary	41.77
				01-9003-0-4300-150-1110-1000-8358		49495 Culinary	146.86
				01-9003-0-4300-150-1110-1000-8358		49495 Culinary	155.90
				01-9003-0-4300-150-1110-1000-8358		49495 Culinary	25.38

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FU RESO P OBJE SCH GOAL FUNC DIST	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				01-9003-0-4300-150-1110-1000-8358	49495 Culinary	95.55
				01-9003-0-4300-150-1110-1000-8358	49495 Culinary	21.46
				WARRANT TOTAL		$505.55
18727133	005828/	DELL MARKETING LP				
	180320	PO-180320	1.	01-0000-0-4400-001-0000-7200-0000	Inv. 10229439574	1,507.13
				WARRANT TOTAL		$1,507.13
18727134	009489/	MICHELLE DUVIGNEAUD				
		PV-180599		01-0000-0-4300-220-1110-1000-9009	Pies for Pi Day	27.00
				01-9003-0-4300-220-1110-1000-8357	Plastic Wrap	13.10
				WARRANT TOTAL		$40.10
18727135	009792/	EPIC GRAPHICS				
		PV-180605		01-0000-0-4300-150-1110-4200-0000	Inv. 0121	96.64
				WARRANT TOTAL		$96.64
18727136	009030/	FERRELL GAS				
	180019	PO-180019	2.	01-0000-0-5520-246-0000-8200-0000	Inv. 1100498462	953.61
	180019		1.	01-1100-0-5520-150-0000-8200-0000	Inv. 1100410375	784.89
	180019		1.	01-1100-0-5520-150-0000-8200-0000	Inv. 1100410377	381.63
	180019		4.	01-1100-0-5520-220-0000-8200-0000	Inv. 1100520733	508.83
				WARRANT TOTAL		$2,628.96
18727137	005458/	FOLLETT EDUCATIONAL SERVICES				
	180305	PO-180305	1.	01-6300-0-4200-220-1110-1000-0000	Inv. 2223690A	599.79
				WARRANT TOTAL		$599.79
18727138	008313/	FOLLETT SCHOOL SOLUTIONS INC				
	180322	PO-180322	2.	01-0001-0-4300-220-1110-1000-1082	Inv. 2229226A	326.39
	180322		1.	01-0001-0-4300-220-1110-1000-1085	Inv. 2229226A	279.27
				WARRANT TOTAL		$605.66
18727139	010167/	JIM GAY				
		PV-180594		01-0000-0-5200-001-0000-7110-0000	Mileage Reimburse	36.62

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FU RESO P OBJE SCH GOAL FUNC DIST	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				WARRANT TOTAL		$36.62
18727140	008663/	NOAH GOLD				
		PV-180601		01-0000-0-5200-150-1110-4200-0000	Meal	30.00
				01-0000-0-5200-150-1110-4200-0000	Mileage	59.95
		PV-180608		01-0001-0-4300-150-1110-1000-1129	Posterboard	5.42
				WARRANT TOTAL		$95.37
18727141	008888/	JESSICA GRINBERG				
		PV-180591		01-0000-0-5200-001-0000-7110-0000	Mileage Reimburse	24.74
				WARRANT TOTAL		$24.74
18727142	009247/	TYLER GRINBERG				
		PV-180602		01-0001-0-4300-150-1110-1000-8315	Garden Supplies	436.87
		PV-180603		01-9010-0-4300-150-1110-1000-7370	Field Hardware	9.36
				WARRANT TOTAL		$446.23
18727143	010220/	HIDDEN TREASURES				
		PV-180616		01-0000-0-4300-150-1110-4200-9989	Inv. 1334	1,009.75
				WARRANT TOTAL		$1,009.75
18727144	010148/	MARTHA JIMENEZ				
		PV-180600		01-3010-0-5200-001-0000-3130-0000	Supplies and Mileage	60.36
				WARRANT TOTAL		$60.36
18727145	009759/	CELESTE MANKA				
		PV-180613		01-0811-0-4300-220-1110-1000-0000	Project Supplies, Stop Watches	61.25
				WARRANT TOTAL		$61.25
18727146	003860/	MATT ROWLAND EVENTS				
		PV-180607		01-0001-0-4300-150-1110-1000-1129	Draperies for HS Gym	140.00
				WARRANT TOTAL		$140.00
18727147	010227/	MISTY MEADLING				
		PV-180609		01-6500-0-5800-150-5750-1120-6535	Pro Act Mileage Reimburse	134.07
				WARRANT TOTAL		$134.07

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1886 DISTRICT March 26, 2018

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE / ABA NUM / ACCOUNT NUM / DESCRIPTION	AMOUNT
18727148	010209/	MEDCO SUPPLY COMPANY				
	180275	PO-180275	1.	01-0000-0-4300-150-1110-4200-0000	IN89912362	299.18
	180276	PO-180276	1.	01-0000-0-4300-150-0000-2700-9009	Inv. IN89912452	232.35
				WARRANT TOTAL		$531.53
18727149	010228/	JESSIAH MELLOTT				
		PV-180612		01-0001-0-4300-220-1110-1000-1137	Educational Music Program	69.49
				WARRANT TOTAL		$69.49
18727150	009037/	MENDOCINO COAST WATER WORKS				
		PV-180595		01-8150-0-4300-001-0000-8110-0000	Inv. 3-5-18, parts only	330.00
				WARRANT TOTAL		$330.00
18727151	010073/	MENDOCINO COLLEGE				
		PV-180611		01-7338-0-5800-150-1110-1000-0000	Inv. # 725, 726 Spring 2018	364.00
				WARRANT TOTAL		$364.00
18727152	010039/	MEREDITH MOORES				
		PV-180610		01-6500-0-5800-150-5750-1120-6535	Pro Act Mileage Reimburse	67.04
				WARRANT TOTAL		$67.04
18727153	000170/	MARK MORTON				
		PV-180590		01-0000-0-5200-001-0000-7110-0000	Mileage Reimburse	48.40
				WARRANT TOTAL		$48.40
18727154	003916/	NORTH COAST REFRIGERATION INC.				
		PV-180588		01-8150-0-5800-001-0000-8110-0000	Inv. 54394	187.40
				WARRANT TOTAL		$187.40
18727155	000040/	OFFICE DEPOT				
	180307	PO-180307	1.	01-0000-0-4300-220-0000-2700-9009	Inv. 111429219002	15.90
	180307		2.	01-0000-0-4300-220-1110-1000-9009	Inv. 111429219002	16.74
	180315	PO-180315	1.	01-0000-0-4300-150-1110-1000-9009	Inv. 111580520001	10.94
	180315		1.	01-0000-0-4300-150-1110-1000-9009	Inv. 111580521001	40.66
	180319	PO-180319	1.	01-0000-0-4300-220-0000-2700-9009	Inv. 114141073001	49.37

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FU RESO P OBJE SCH GOAL FUNC DIST	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
	180319		2.	01-0000-0-4300-220-1110-1000-9009	Inv. 114141073001	74.37
	180325	PO-180325	1.	01-0000-0-4300-221-1110-1000-9009	Inv. 115658993001	38.39
				WARRANT TOTAL		$246.37
18727156	009579/	PCM-G				
	180317	PO-180317	1.	01-0000-0-4400-001-0000-7200-0000	Inv. B07241100101	4,164.10
				WARRANT TOTAL		$4,164.10
18727157	000001/	PG&E				
	180031	PO-180031	7.	01-0000-0-5510-246-0000-8200-0000	Acct. 8658020613-3	112.97
				WARRANT TOTAL		$112.97
18727158	010122/	REDWOOD COAST FUELS				
	180034	PO-180034	1.	01-0740-0-4361-001-0000-3600-0000	Inv. 0910050	4,128.49
	180034		2.	01-1100-0-5520-150-0000-8200-0000	Inv. 0907520	1,765.88
	180034		2.	01-1100-0-5520-150-0000-8200-0000	Inv. 0905680	1,300.67
	180034		3.	01-1100-0-5520-220-0000-8200-0000	Inv. 0909030	1,886.63
				WARRANT TOTAL		$9,081.67
18727159	010008/	RUTH WEISS				
		PV-180606		01-9003-0-5800-150-1110-1000-8358	Poetry Performance	200.00
				WARRANT TOTAL		$200.00
18727160	007958/	SAFEWAY INC.				
	180038	PO-180038	1.	13-5310-0-4700-001-0000-3700-0000	Acct. 151360	696.14
				WARRANT TOTAL		$696.14
18727161	008002/	MICHAEL SCHAEFFER				
		PV-180592		01-0000-0-5200-001-0000-7110-0000	Mileage Reimburse	90.47
				WARRANT TOTAL		$90.47
18727162	008976/	SCHOOL NURSE SUPPLY INC				
	180318	PO-180318	1.	01-0000-0-4300-220-0000-2700-9009	Inv. 675924A-IN	32.65
				WARRANT TOTAL		$32.65

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1886 DISTRICT March 26, 2018

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
18727163	009174/	SCHOOL SPECIALTY INC					
	180295	PO-180295	1.	01-0000-0-4300-220-1110-1000-9009		Inv. 308102953297	83.32
				WARRANT TOTAL			$83.32
18727164	009144/	TOM SOSNOVEC					
		PV-180604		01-0000-0-4300-150-1110-1000-9009		Classroom Supplies	12.02
				WARRANT TOTAL			$12.02
18727165	008317/	SUN LIFE INSURANCE CO.					
	180041	PO-180041	1.	01-0000-0-9514-000-0000-0000-0000		APRIL Life Insurance	978.11
				WARRANT TOTAL			$978.11
18727166	004342/	SYSCO FOOD SERVICES OF SF INC					
	180042	PO-180042	1.	13-5310-0-4700-001-0000-3700-0000		Inv. 150987542	293.66
	180042		3.	13-5310-0-4700-001-0000-3700-8634		Inv. 150987542	649.99
				WARRANT TOTAL			$943.65
18727167	007992/	THOMPSON'S PORTASEPTIC INC.					
	180045	PO-180045	1.	01-0000-0-5800-150-1110-4200-0000		Inv. 5768	103.32
				WARRANT TOTAL			$103.32
18727168	009442/	UKIAH PAPER SUPPLY INC					
	180046	PO-180046	1.	13-5310-0-4300-001-0000-3700-0000		Inv. 482632	855.28
				WARRANT TOTAL			$855.28
18727169	009383/	US FOODS					
	180048	PO-180048	1.	13-5310-0-4700-001-0000-3700-0000		Inv. 4934733	724.54
	180048		1.	13-5310-0-4700-001-0000-3700-0000		Inv. 5065022	673.25
	180048		3.	13-5310-0-4700-001-0000-3700-8634		Inv. 4934733	160.81
	180048		3.	13-5310-0-4700-001-0000-3700-8634		Inv. 5065022	288.58
				WARRANT TOTAL			$1,847.18
18727170	009798/	XEROX CORPORATION					
	180051	PO-180051	3.	01-0000-0-5600-150-0000-2700-0000		Inv. 153553330	147.73
				WARRANT TOTAL			$147.73

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1886 DISTRICT March 26, 2018

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
18727171	010059/	XIO INC.						
		PV-180596		01-8150-0-5800-001-0000-8110-0000			Inv. 201207328	369.00
				WARRANT TOTAL				$369.00

*** BATCH TOTALS ***	TOTAL NUMBER OF CHECKS:	46	TOTAL AMOUNT OF CHECKS:	$32,183.43*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
	TOTAL PAYMENTS:	46	TOTAL AMOUNT:	$32,183.43*
*** DISTRICT TOTALS ***	TOTAL NUMBER OF CHECKS:	53	TOTAL AMOUNT OF CHECKS:	$38,509.73*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
	TOTAL PAYMENTS:	53	TOTAL AMOUNT:	$38,509.73*

COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 04/05/2018

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1887 MCN April 2, 2018

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FU RESO P OBJE SCH GOAL FUNC DIST	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
18727664	008497/	AT&T/SBC LONG DISTANCE				
		PV-180620		63-0000-0-5903-001-0000-6000-0000	BAN 833877968	37.28
				WARRANT TOTAL		$37.28
18727665	006883/	BUSINESS CARD				
		PV-180621		63-0000-0-4300-001-0000-6000-0000	Intl. transaction fee	1.89
				63-0000-0-4300-001-0000-6000-0000	Flash Drives	38.64
				63-0000-0-4300-001-0000-6000-0000	Village Florist	43.35
				63-0000-0-4300-001-0000-6000-0000	Kartech	199.98
				63-0000-0-4300-001-0000-6000-0000	Camera Equipment, Compass	552.50
				63-0000-0-4300-001-0000-6000-0000	Bracket Kit	9.08
				63-0000-0-4300-001-0000-6000-0000	Stacking Cable	132.73
				63-0000-0-5800-001-0000-6000-0000	MartinVit	63.00
				63-0000-0-5800-001-0000-6000-0000	Linode.com	40.00
				63-0000-0-5800-001-0000-6000-0000	DigitalOcean	76.48
				63-0000-0-5800-001-0000-6000-0000	Moving Targets	189.60
				63-0000-0-5800-001-0000-6000-0000	Idotz	150.00
				63-0000-0-5800-001-0000-6000-0000	Lynda.com	34.99
				63-0000-0-5800-001-0000-6000-0000	Copyright OSP	6.00
				63-0000-0-5800-001-0000-6000-0000	MyFax	10.00
				63-0000-0-5800-001-0000-6000-0000	Akmin technologies	38.00
				WARRANT TOTAL		$1,586.24
18727666	010206/	COS SYSTEMS INC.				
		PV-180619		63-0000-0-5800-001-0000-6000-0000	Inv. 1827	99.00
				WARRANT TOTAL		$99.00

*** BATCH TOTALS ***

TOTAL NUMBER OF CHECKS:	3	TOTAL AMOUNT OF CHECKS:	$1,722.52*
TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
TOTAL PAYMENTS:	3	TOTAL AMOUNT:	$1,722.52*

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
18727667	007863/	ALPHA ANALYTICAL LABS INC				
	180002	PO-180002	1.	01-8150-0-5800-001-0000-8110-2096	Inv. 8033294-MENUSD	240.00
				WARRANT TOTAL		$240.00
18727668	009924/	AT&T				
	180004	PO-180004	6.	01-0000-0-5903-001-0000-7200-0000	Inv. 11083398	85.34
	180004		4.	01-0000-0-5903-150-0000-2700-0000	Inv. 11083737	17.10
	180004		4.	01-0000-0-5903-150-0000-2700-0000	Inv. 11083398	152.45
	180004		5.	01-0000-0-5903-220-0000-2700-0000	Inv. 11083738	14.92
	180004		5.	01-0000-0-5903-220-0000-2700-0000	Inv. 11083398	192.22
	180004		2.	01-0000-0-5903-221-0000-2700-0000	Inv. 11083398	53.94
	180004		3.	01-0000-0-5903-246-0000-2700-0000	Inv. 11083398	66.84
	180004		1.	12-6105-0-5903-222-7110-8200-0000	Inv. 11083398	53.92
	180093	PO-180093	1.	01-0000-0-5903-155-3100-2700-0000	Inv. 11083398	16.56
	180093		2.	01-0740-0-5903-001-0000-3600-0000	Inv. 11083398	14.90
				WARRANT TOTAL		$668.19
18727669	008108/	B&H PHOTOGRAPHY				
	180329	PO-180329	1.	01-9003-0-4300-150-1110-1000-8358	140124936 less 140090795	24.75
				WARRANT TOTAL		$24.75
18727670	007173/	KIM BRATTON				
		PV-180624		01-6264-0-5200-220-1110-1000-0000	Choral Director's Conference	1,046.38
				WARRANT TOTAL		$1,046.38
18727671	003108/	CLOVER STORNETTA FARMS INC				
	180009	PO-180009	1.	13-5310-0-4700-001-0000-3700-0000	Inv. 0100867913	104.36
	180009		1.	13-5310-0-4700-001-0000-3700-0000	Inv. 0100869215	159.00
				WARRANT TOTAL		$263.36
18727672	008512/	CMC				
		PV-180629		01-0000-0-4300-150-1110-4200-0000	Rule Books	52.77

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE / ABA NUM / ACCOUNT NUM / DESCRIPTION	AMOUNT
				WARRANT TOTAL		$52.77
18727673	009816/	COMMUNITY CENTER OF MENDOCINO				
		PV-180627		01-0001-0-5800-220-1110-1000-1134	Scholarships, Session IV	1,120.00
				WARRANT TOTAL		$1,120.00
18727674	004493/	FORT BRAGG DIESEL INC.				
		PV-180618		01-0740-0-4365-001-0000-3600-0000	Inv. 27578, parts	399.28
				01-0740-0-5800-001-0000-3600-0000	Inv. 27578, Service	2,977.00
				WARRANT TOTAL		$3,376.28
18727675	010148/	MARTHA JIMENEZ				
		PV-180626		01-3010-0-5200-001-0000-3130-0000	Snacks and Mileage	32.79
				WARRANT TOTAL		$32.79
18727676	010232/	CYRUS KRONINGER				
		PV-180631		01-0001-0-4300-150-1110-1000-1129	Food For Student Retreat, E-15	253.70
				WARRANT TOTAL		$253.70
18727677	010230/	MARY ANN KRONINGER				
		PV-180623		01-9003-0-4300-150-1110-1000-1129	Lanyard Reimbursement	450.32
				WARRANT TOTAL		$450.32
18727678	000001/	PG&E				
	180031	PO-180031	8.	01-0000-0-5510-006-0000-8200-0000	Acct. 6905412483-4	875.52
				WARRANT TOTAL		$875.52
18727679	008129/	PITNEY BOWES (METER)				
	180033	PO-180033	1.	01-0000-0-5600-001-0000-7200-0000	Rental Inv. #1006869169	125.63
				WARRANT TOTAL		$125.63
18727680	010231/	ERIN PLACIDO				
		PV-180630		01-0001-0-4300-150-1110-1000-1129	E - 15 Items	38.99
				WARRANT TOTAL		$38.99
18727681	009938/	DARCIE PLOCHER				
		PV-180625		01-3010-0-5200-220-1110-4200-0000	Supplies, Mileage	89.86

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE DESCRIPTION	ABA NUM ACCOUNT NUM	AMOUNT
				WARRANT TOTAL			$89.86
18727682	008910/	RANDY'S CUSTOM GLASS					
		PV-180622		01-8150-0-4300-001-0000-8110-0000	Labor		200.00
				01-8150-0-4300-001-0000-8110-0000	parts		150.55
				WARRANT TOTAL			$350.55
18727683	010122/	REDWOOD COAST FUELS					
	180034	PO-180034	2.	01-1100-0-5520-150-0000-8200-0000	Inv. 0910200		697.86
				WARRANT TOTAL			$697.86
18727684	000135/	RHOADS AUTO PARTS INC.					
		PV-180628		01-0740-0-4365-001-0000-3600-0000	Acct. 3140 Bus Barn		241.50
				01-8150-0-4300-001-0000-8110-0000	Acct. 3140 Maintenance		732.08
				WARRANT TOTAL			$973.58
18727685	000088/	ROSSI BUILDING MATERIALS					
	180035	PO-180035	1.	01-8150-0-4300-001-0000-8110-0000	March Acct. 50320		96.72
				WARRANT TOTAL			$96.72
18727686	010213/	STAFF DEVELOPEMENT FOR EDUCATO					
	180342	PO-180342	1.	01-6264-0-5800-001-1110-1000-0000	Inv. 30759		4,500.00
				WARRANT TOTAL			$4,500.00
18727687	007765/	SYNCB/AMAZON					
	180249	PO-180249	1.	01-0795-0-4300-220-0000-2420-0000	Library Books		41.80
	180281	PO-180281	1.	01-0795-0-4300-220-0000-2420-0000	Library Books		87.55
	180281		1.	01-0795-0-4300-220-0000-2420-0000	Library Books		14.27
	180301	PO-180301	1.	01-9003-0-4300-150-3800-1000-8358	537397488848		90.16
	180312	PO-180312	1.	01-0000-0-4300-199-1110-1000-9009	537558366695		101.38
	180312		1.	01-0000-0-4300-199-1110-1000-9009	Supplies		309.75
	180313	PO-180313	1.	01-0000-0-4300-150-0000-2700-9009	963849849446		16.95
				WARRANT TOTAL			$661.86

COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 04/05/2018

DISTRICT: 046 MENDOCINO UNIFIED SCHOOL DIST
BATCH: 1888 DISTRICT April 2, 2018

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FU RESO P OBJE SCH GOAL FUNC DIST	DEPOSIT TYPE ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
18727688	004342/	SYSCO FOOD SERVICES OF SF INC				
	180042	PO-180042	1.	13-5310-0-4700-001-0000-3700-0000	Inv. 150998618	304.75
	180042		3.	13-5310-0-4700-001-0000-3700-8634	Inv. 150998618	35.26
				WARRANT TOTAL		$340.01
18727689	010186/	TITAN SCHOOL SOLUTIONS				
	180208	PO-180208	1.	13-5310-0-5800-001-0000-3700-0000	Inv. 399	866.67
				WARRANT TOTAL		$866.67
18727690	009442/	UKIAH PAPER SUPPLY INC				
	180046	PO-180046	1.	13-5310-0-4300-001-0000-3700-0000	Inv. 482928	68.56
				WARRANT TOTAL		$68.56
18727691	009383/	US FOODS				
	180048	PO-180048	1.	13-5310-0-4700-001-0000-3700-0000	Inv. 5196099	1,031.13
	180048		3.	13-5310-0-4700-001-0000-3700-8634	Inv. 5196099	147.60
				WARRANT TOTAL		$1,178.73
18727692	006754/	WASTE MANAGEMENT-UKIAH				
	180050	PO-180050	1.	01-0000-0-5540-001-0000-8200-0000	Inv. 1061-2561-0	309.33
	180050		2.	01-0000-0-5540-150-0000-8200-0000	Inv. 1060-2561-2	1,204.87
	180050		3.	01-0000-0-5540-220-0000-8200-0000	Inv. 1060-2561-2	1,006.05
	180050		4.	01-0000-0-5540-221-0000-8200-0000	Inv. 1069-2561-3	39.74
	180050		5.	01-0000-0-5540-246-0000-8200-0000	Inv. 2674683-2561-3	83.63
				WARRANT TOTAL		$2,643.62
18727693	008828/	WILD OAK DAIRY				
	180047	PO-180047	1.	13-5310-0-4700-001-0000-3700-0000	Inv. 010499511-03	1,253.58
	180047		2.	13-5310-0-4700-001-0000-3700-8634	Inv. 010499511-03	302.64
				WARRANT TOTAL		$1,556.22

*** BATCH TOTALS ***	TOTAL NUMBER OF CHECKS:	27	TOTAL AMOUNT OF CHECKS:	$22,592.92*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
	TOTAL PAYMENTS:	27	TOTAL AMOUNT:	$22,592.92*
*** DISTRICT TOTALS ***	TOTAL NUMBER OF CHECKS:	30	TOTAL AMOUNT OF CHECKS:	$24,315.44*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
	TOTAL PAYMENTS:	30	TOTAL AMOUNT:	$24,315.44*

Mendocino Unified School District

Minutes

Regular Board Meeting

MARCH 8, 2018

MENDOCINO K-8 SCHOOL
44261 LITTLE LAKE ROAD
MENDOCINO, CA 95460

4:30 P.M. CLOSED SESSION – K-8 LIBRARY

5:00 P.M. OPEN SESSION –

K-8 SCHOOL MULTIPURPOSE ROOM

http://www.mendocinousd.org

If the public wishes to make a comment regarding any closed session item before the Board adjourns to closed session, please go to the K-8 Library at 4:30 p.m.

Board Priorities

- *Develop and expand community partnerships and communication*
- *Increase learning and achievement for all students, families, and staff*
- *Plan wisely for the future while maintaining fiscal integrity*
- *Maintain and improve the physical plant*

Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the District Office: 44141 Little Lake Road, Mendocino, CA 95460. Board backup materials are also located on the MUSD website at http://www.mendocinousd.org/District/2285-Untitled.html

In compliance with Government Code section 54954.2(a) Mendocino Unified School District will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability related modification or accommodation in order to participate in the meeting should contact, Susan Strom, Exec. Assistant to the Superintendent, in writing at P.O. Box 1154, Mendocino, CA 95460 or via email at dosusan@mcn.org.

MENDOCINO UNIFIED SCHOOL DISTRICT IS PROUD TO BE AN EQUAL OPPORTUNITY EMPLOYER

1. 4:30 P.M. OPEN MEETING, CALL TO ORDER AND ROLL CALL

1.1. Call to order and roll call

The meeting was called to order at 4:30 p.m.
Present were Trustees Grinberg, Morton, and Aum. Absent were Trustees Schaeffer and Gay.

1.2. The President will verbally identify the agenda items to be discussed during closed session as listed below.

The President verbally identified the agenda items to be discussed during closed session as listed below.

2. PUBLIC HEARING FOR CLOSED SESSION

Members of the public may take this opportunity to comment on closed session agenda items per Board Policy 9322. Under the requirements of the Brown Act open meeting law, members of the community wishing to address an item on the closed session agenda may do so at this time. Items not on the agenda cannot be addressed at this time. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes. (Government Code 54954.3).

There were no public comments for closed session.

3. CLOSED SESSION

The Board will adjourn to closed session pursuant to Government Code 54950 - 54962. Closed session attendees include Board members and Superintendent Jason Morse.

3.1. Conference with labor negotiators (Government Code 54954957.6)
Agency Representative: Superintendent Jason Morse
Employee organizations: CEMUS and MTA bargaining units and unrepresented employees

3.2. Conference with labor negotiator (Government Code 54957.6)
Agency negotiator: Michael Schaeffer
Unrepresented employee: Superintendent

3.3. Employment/Personnel Changes per Item 5.3

4. 5:00 P.M. RECONVENE TO OPEN SESSION

4.1. Call to order and roll call

The meeting was called to order at 5:00 p.m.
Present were Trustees Grinberg, Morton, and Aum. Absent were Trustees Schaeffer and Gay.

4.2. Closed session disclosure
Any reportable action taken during closed session will be disclosed at this time.

4.3. Approval of agenda

There was nothing disclosed from Closed Session.

Items to be removed from the agenda or changes to the agenda should be done at this time.

MSA Grinberg/Aum (3/0) to approve the agenda as written.

5. CONSENT AGENDA

Items on the consent agenda are passed in one motion without discussion. Any item may be pulled from the consent agenda by any member of the Board and moved to action when approving the agenda. (action)

5.1. Approval of Warrants
5.1.1. Warrants dated: 2/14/18, 2/21/18

5.2. Approval of Minutes
5.2.1. Board Meeting Minutes 2/6/18, 2/15/18

5.3. Approval of Employment/Personnel Changes
5.3.1. Notice of retirement, Classified Accounts Payable, 8 hours/day, effective 5/9/18

5.4. Approval of Current Budget Change Report

5.5. Approval of Mendocino Community Network (MCN) Financial Statements
5.5.1. Unaudited MCN Statement of Fund Net Position (with GASB 68 adjustments separated), for January 31, 2018 with comparative totals as of June 30, 2017
5.5.2. MCN Statement of Revenues, Expenses, and Changes in Fund Net Position based on Audit Report (minus GASB adjustments) for seven month period ending January 31, 2018 with comparative totals as of June 30, 2017

5.6. Approval of Attendance Report Month 5

5.7. Approval of K-8 Principal Contract

5.8. Approval of High School Principal Contract

5.9. Approval of the Instructional Calendar for School Years 2018-19, 2019-20, and 2020-21

5.10. Approval of Administrative Regulations
5.10.1. AR 5123: Promotion/Acceleration/Retention
5.10.2. AR 3311: Bids

MSA Grinberg/Aum (3/0) to approve the consent agenda as written.

6. Reports

6.1. Student Trustee Olivia Grinberg

Student Trustee Grinberg updated the Board on activities at the High School. Students will participate in a march to remember those lost in the Parkland, Florida school shooting.

6.2. Administrative
6.2.1. Principal – Tobin Hahn

Principal Hahn described the SWIFT Fidelity Integrity Assessment (SWIFT-FIA) which the High School just completed. His presentation materials are attached. The assessment was completed by 8-9 staff members and a couple of MCOE Staff. They will begin discussing their next steps after the assessment. Tobin noted that this process will help make the schools stronger.

6.2.2. Superintendent – Jason Morse

Superintendent Morse has been working on and meeting regularly on the LCAP, the K-8 Multiyear Plan, and the new MUSD Strategic Plan. His intention is to combine these plans into one comprehensive plan. The District hosted a professional development training on grading and assessment. There is a Strategic Plan meeting on March 19. The Strategic Plan surveys have been reviewed. The cafeteria is switching from the Mealtime cafeteria accounting and management system to a new system called Titan. The Mealtime system did not provide good support and did not integrate well with our Aeries system. Jason also participated in the "Read Across America Day." He read Cat in the Hat to students at the K-8.

6.3. Bargaining Units

6.3.1. Mendocino Teachers Association (MTA)

Art Teacher Mark Oatney reported on MTA in Mimi Sawyer's absence. At a recent assembly, K/1 students participated in a "We Sing" program. Second and third graders had a Ukulele concert. The High School students are making plans for Alternative Education Week. Mark has been sponsoring a Chess Club. It has become a real success with 85 kids participating in a tournament recently. Mark also facilitated an exhibit of student art at Odd Fellows Hall. The children's pictures were displayed along with adult artists. There will be a student art show at Frankie's in May. He thanked Fabric Indulgence for their donations of art supplies. Art students will participate in a field trip this year. They will be going to Mt. Tamalpais.

6.3.2. Classified Employees of Mendocino Unified Schools (CEMUS)

No one was present from CEMUS.

6.4. Board Trustee Reports

Trustee Aum reported the Lacrosse team will have a home game on March 18. He invited everyone to attend.

Trustee Grinberg has been gathering information regarding Board trustee areas.

Trustee Morton volunteered with Mimi Sawyer.

7. TIMED ITEM 6:00 P.M. - PARENT/COMMUNITY COMMENT

Items not on the agenda, but within the jurisdiction of this body, may be addressed at this time or be submitted to the Superintendent in writing for Board consideration as an agenda item. A three minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes (Government Code 54952). The Brown Act does not permit the Board to take action on any item that is not on the agenda. In addition, in order to protect the rights of all involved, complaints about employees should be addressed through the District complaint process. Speaking about a personnel issue at a Board meeting may prevent the Board from being able to act on it. Please see an administrator to initiate the complaint process. The Board may briefly respond to public comments by asking questions to clarify the speaker's comments and refer the speaker to the Superintendent for further clarification. We thank you for your comments and participation at this meeting.

Three community members spoke in opposition of the K-8 policy that has been put into place to reduce the number of tardies in the classroom. A parent expressed concern about volleyball starting in August before school begins. She suggested that the District look at the calendar for planning of sports activities.

8. INFORMATION/DISCUSSION/ACTION ITEMS

8.1. Second Interim Budget Report
Business Manager Cynthia Brown will present the MUSD 2017-18 Second Interim Budget Report to the Board for review and approval.
(discussion/action)

Business Manager Cynthia Brown presented the MUSD 2017-18 Second Interim Budget Report.
MSA Grinberg/Aum (3/0) to approve the Second Interim Budget Report.

8.2. Business Manager Cynthia Brown will give a tutorial on interpreting the District warrants which are brought before the Board each month.
(information)

Business Manager Cynthia Brown provided a tutorial on warrants.

8.3. District Technology Report
Technology Teacher Rebecca Bailey will update the Board on technology education in the District.
(information/discussion)

Technology Teacher Rebecca Bailey updated the Board on technology education in the District.

8.4. Ratification of Superintendent's Employment Agreement
(action)

MSA Aum/Grinberg (3/0) to ratify the Superintendent's Employment agreement. His salary will be $124,060.

8.5. Consideration of and possible action on Resolution 2018-02 regarding Certificated Reduction in Force (.25 F.T.E. – Layoff)
(action)

MSA Aum/Grinberg (3/0) to approve Resolution 2018-02.

8.6. Approval of Proclamation 2018-01: To designate April as Child Abuse Prevention Month
(action)

MSA Grinberg/Aum (3/0) to approve Proclamation 2018-01.

8.7. Board Trustee Area Boundary Discussion
(information/discussion)

The Board discussed how our Board members are elected. The law may require the district to change current boundaries. The Board expressed their concerns. This topic will be thoroughly studied, and will be on the agenda for the Board meeting on April 19, 2018 for further discussion and consideration.

8.8. Approval of Board Policy, Board Bylaw and Administrative Regulation as a first reading
8.8.1. BP/AR 5141.21: Administering Medication and Monitoring Health Conditions
8.8.2. BB 9100: Organization
(action)

MSA Grinberg/Aum (3/0) to approve BP/AR 5141.21 as a first reading. BB 9100 will be brought back as a first reading at the next Board meeting when the policy committee has a chance to review it further.

9. FUTURE AGENDA ITEMS

Class size limits, MAD Resolution, Resolution for Specification of Election Order, Williams Settlement, Proclamation of Day of the School Employee, Local Assessments, School Safety Report, Deferred Maintenance Report, ongoing policies

Further topics to consider at a future Board meeting included the following: BB 9100, Board Trustee boundary issues, a presentation on the grading and assessment professional development seminar, a presentation from the Mendocino Coast Children's Fund.

10. ADJOURNMENT

The next regular Board meeting is scheduled for **April 19, 2018** at the High School.

The meeting was adjourned at 7:38 p.m.

SWIFT

schoolwide integrated framework for transformation

SWIFT Fidelity Integrity Assessment (SWIFT-FIA)

Version 1.3
For Use by SWIFT Partner Schools

SWIFT Center
University of Kansas
www.swiftschools.org

IDEAs that Work
U.S. Office of Special Education Programs

SWIFT Center produced this document under U.S. Department of Education, Office of Special Education Programs Grant No. H326Y120005. OSEP Project Officers Grace Zamora Durán and Tina Diamond served as the project officers. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. Please cite as: SWIFT Center. (2016). SWIFT *Fidelity Integrity Assessment v1.3 for SWIFT Partner Schools*. Lawrence, KS: Author.

Purpose of SWIFT-FIA

SWIFT Fidelity Integrity Assessment (SWIFT-FIA) is a self assessment used by School Leadership Teams to examine the current status of school-wide practices that have been demonstrated through research to provide a basis for successfully including all students who live in the school community. School-based teams can administer SWIFT-FIA through a structured conversation accompanied by a review of evidence to substantiate the assigned ratings. By assessing the extent of current implementation of SWIFT Core Features throughout the school year, teams can monitor their progress over time.

Conducting SWIFT-FIA

Who completes SWIFT-FIA?
A trained School Leadership Team completes SWIFT-FIA with support from a SWIFT Facilitator who guides discussions and helps the team to assign scores. This Facilitator clearly understands the SWIFT framework and can articulate what it looks like when schools implement each SWIFT Core Feature. A SWIFT-FIA Facilitator should be trained in the content of the Core Features, group facilitation, and criteria for scoring SWIFT-FIA. A school team should be trained in using SWIFT-FIA to discuss the school's performance and progress in SWIFT implementation.

When and how often should SWIFT-FIA be completed?
SWIFT-FIA results should be used on a regular basis to monitor implementation. A School Leadership Team generally completes SWIFT-FIA approximately every 3 months (or Fall, Winter and Spring of the school year) to discuss progress and barriers to progress, and how changes can be implemented. At the very least, school teams should complete SWIFT-FIA twice a school year.

How is SWIFT-FIA completed?
A School Leadership Team reviews each descriptive statement on SWIFT-FIA and examines its current status (e.g., We are: Laying the Foundation, Installing, Implementing, or Sustaining School-wide Implementation). Team members should schedule 60-90 minutes for the first administration and at least 30-45 minutes for subsequent progress monitoring. With subsequent administrations, the team will be able to become more efficient and focus on changes that have resulted from implementation efforts.

For SWIFT Partner Schools, the information collected on SWIFT-FIA can be added to Data Snapshots, and then in combination with student outcome and school climate data, be used for identifying priorities for change. The Priority and Practice Planning process is then used to guide action planning to successfully include ALL learners.

SWIFT Center produced this document under U.S. Department of Education, Office of Special Education Programs Grant No. H326Y120005. OSEP Project Officers Grace Zamora Durán and Tina Diamond served as the project officers. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. Please cite as: SWIFT Center (2016). SWIFT *Fidelity Integrity Assessment v1.3 for SWIFT Partner Schools*. Lawrence, KS: Author.

SWIFT Domains, Core Features, and related SWIFT-FIA items

SWIFT Domain	SWIFT Core Feature	SWIFT-FIA Item / Improvement Area
Administrative Leadership	Strong and Engaged Site Leadership	1. Valued Leadership 2. Empowered Decision Making
	Strong Educator Support System	3. Educator Coaching and Learning 4. Personnel Evaluation
Multi-tiered System of Support	Inclusive Academic Instruction	5. Academic Supports 6. Academic Instruction 7. Data-based Decision Making for Academics
	Inclusive Behavior Instruction	8. Behavior Supports 9. Behavior Instruction 10. Data-based Decision Making for Behavior
Integrated Educational Framework	Fully Integrated Organizational Structure	11. Tier I Instruction for All 12. Non-categorical Service Delivery
	Positive and Strong School Culture	13. Full Access for All Students 14. Shared Responsibility
Family & Community Engagement	Trusting Family Partnerships	15. Family Opportunities to Participate 16. Partnerships with Families
	Trusting Community Partnerships	17. Community Collaboration 18. Community Benefits
Inclusive Policy Structure & Practice	Strong LEA (District)/School Relationship	19. LEA (District) Support 20.LEA (District) Addresses Barriers
	LEA (District) Policy Framework	21. LEA (District) Process for RBP (research-based practice)

These 21 SWIFT-FIA items are associated with SWIFT Domains and Core Features, and are aligned with SWIFT Fidelity of Implementation Tool (SWIFT-FIT).

Scoring and Summarizing Results

The current status of each item in SWIFT-FIA is assessed on a 0-3 scale.

0 = Laying the Foundation: Our school does not have everything in place to meet the stated criteria. Our school may have discussed our current status and the need for implementation, including discussions to identify existing strengths and barriers, and the degree to which the item description meets the needs of our school. However, no implementation actions are planned or in progress at this time.

1 = Installing: Our school has started working on improvement of the SWIFT-FIA item with a clear plan. Our School Leadership Team has defined clear steps to develop the feature and personnel are assigned responsibility for carrying out and coordinating the plans.

2 = Implementing: Our school began implementation and is now working on school-wide applications. All implementation components are in place and the transformation efforts have started to make systemic changes.

3 = Sustaining School-wide Implementation: Our school meets all criteria described in the item; and all are fully integrated and functioning. Our school maintains and improves skills through the system. Overall effectiveness is regularly monitored and methods for implementation are revised to fit our school's context and ensure successful outcomes.

SWIFT-FIA results are summarized into 1) a total score, 2) individual SWIFT domain scores, 3) individual SWIFT core feature scores, and 4) individual item scores. Scores are determined by calculating the percentage of points for a SWIFT-FIA item. See the tables on page 32 for a sample score summary sheet and an example of calculating scores.

The results can be used for

- Identifying and prioritizing practices for transformation
- Internal decision making about actions to install and implement those practices
- Follow up on effects of action plans on practices

The summary of results provides schools with a picture of their current implementation of SWIFT Core Features.

SWIFT FIDELITY INTEGRITY ASSESSMENT

Date of Completion:

Participants:

Facilitator:

SWIFT-FIA Score Summary Sheet

SWIFT Domain	SWIFT Core Feature	SWIFT-FIA Item / Improvement Area	Item Score		% of Implementation Core Feature Score		Domain Score	
Administrative Leadership	Strong and Engaged Site Leadership	Valued Leadership	___ / 3	%	___ / 6	%	___ / 12	%
		Empowered Decision Making	___ / 3	%				
	Strong Educator Support System	Educator Coaching and Learning	___ / 3	%	___ / 6	%		
		Personnel Evaluation	___ / 3	%				
Multi-tiered System of Support	Inclusive Academic Instruction	Academic Supports	___ / 3	%	___ / 9	%	___ / 18	%
		Academic Instruction	___ / 3	%				
		Data-based Decision Making	___ / 3	%				
	Inclusive Behavior Instruction	Behavior Supports	___ / 3	%	___ / 9	%		
		Behavior Instruction	___ / 3	%				
		Data-based Decision Making	___ / 3	%				
Integrated Educational Framework	Fully Integrated Organizational Structure	Tier I Instruction for All	___ / 3	%	___ / 6	%	___ / 12	%
		Non-categorical Service Delivery	___ / 3	%				
	Positive and Strong School Culture	Full Access for All Students	___ / 3	%	___ / 6	%		
		Shared Responsibility	___ / 3	%				

SWIFT Domain	SWIFT Core Feature	SWIFT-FIA Item / Improvement Area	Item Score		% of Implementation Core Feature Score		Domain Score	
Family & Community Engagement	Trusting Family Partnerships	**Family Opportunities to Participate**	___ / 3	%	__ / 6	%	__ / 12	%
		Partnerships with Families	___ / 3	%				
	Trusting Community Partnerships	**Community Collaboration**	___ / 3	%	__ / 6	%		
		Community Benefits	___ / 3	%				
Inclusive Policy Structure & Practice	Strong LEA (e.g., District)/School Relationship	**LEA (District) Support**	___ / 3	%	__ / 6	%	__ / 12	%
		LEA (District) Addresses Barriers	___ / 3	%				
	LEA (e.g., District) Policy Framework	**LEA (District) Links Initiatives**	___ / 3	%	__ / 6	%		
		LEA (District) Process for RBP	___ / 3	%				
SWIFT-FIA Total			___/ 66		%			

Strong and Engaged Site Leadership – Valued Leadership

1.1 Our school has a valued School Leadership Team to implement and sustain system transformation that continuously improves teaching and learning.

Main Idea: *A School Leadership Team that works collaboratively with other school teams, families, and stakeholders is essential to effectively implement SWIFT.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our school is exploring how a School Leadership Team can function and who will be on the team. The current School Leadership Team meets periodically with representatives of the school.	Our school leadership is recruiting team members, designing roles for functioning within the team, and setting up a regular schedule for meeting at least monthly. The School Leadership Team reviews school-wide student and/or school performance data once or twice a year. The team is learning how to use data to guide instruction and school governance.	Our school has a Leadership Team that meets twice a month (or once a month with equivalent sufficient time), and includes the Principal and educators representing general education, special education, and other student services. The School Leadership Team reviews school-wide student and/or school performance data and uses those data to monitor school progress, guide instructional practices, and make school governance decisions.	Our school has a Leadership Team that meets twice a month (or once a month with equivalent sufficient time), and includes the Principal and educators representing general education, special education, and other student services. The School Leadership Team reviews school-wide student and/or school performance data and uses those data to monitor school progress, guide instructional practices, and make school governance decisions. The School Leadership Team functions well, has plans to continue, and monitors the team's effectiveness.

How do we know?

- School Leadership Team meeting minutes for past several months
  - Does our School Leadership Team meet regularly (i.e., at least twice a month or once a month with equivalent sufficient time)?
  - Does our School Leadership Team include family representatives?
  - Does our School Leadership Team include members of grade level, content level, and/or support team members?
- Sample data summaries used by the School Leadership Team
  - Does our School Leadership Team review data (student outcome, fidelity of implementation, and stakeholder survey) to inform school level decisions (such as areas of professional development for educators, the use of resources, tasks to school teams, and so on)?
- Perceptions of School Leadership Team members
  - Does our school focus on teaching and learning improvement, which includes administrators' participation in various team meetings, classroom observation, and other activities to promote instructional outcomes?

Strong and Engaged Site Leadership – Empowered Decision Making

1.2 The Principal and School Leadership Team encourage open communication and support all educators and families to contribute to core school decisions.

Main idea: *When the whole school community has the opportunity to participate in implementation decisions, the greater the likelihood that the work will be consistent and sustain over time.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our school is exploring the meaning of distributed leadership and what it might look like in our school. Administrators are the ones who primarily handle leadership decisions.	Our school is developing communication structures that foster an open exchange of ideas. Our leaders are figuring out how to delegate authority to members of the school community and empower school teams to contribute to key decisions. The School Leadership Team is planning for family input into school decisions.	Educators, other school staff, and families have regular opportunities to exchange their ideas to address school issues through team meetings or other reciprocal communications with school leaders. Our Principal and School Leadership Team delegate authority to other school teams to make decisions related to their primary functions. Families contribute to core school decisions.	Educators, other school staff, and families have regular opportunities to exchange their ideas to address school issues through team meetings or other reciprocal communications with school leaders. Our Principal and School Leadership Team delegate authority to other school teams to make decisions related to their primary functions. Families contribute to core school decisions. The School Leadership Team reviews the team's functioning and effectiveness of its communication for continuous improvement.

How do we know?

- School Leadership Team meeting minutes or other similar documents
  - Are team meetings designed so that team members contribute to decisions and school practices?
- Educators' perceptions
  - Are our School Leadership Team and administrators easy to access so that all stakeholders have the opportunity to exchange ideas and contribute to school decisions?
- Written procedures for key school teams
  - Does our school have clearly documented roles and functions of each school team, which includes core decisions that a team can make and their communication with the School Leadership Team and/or administrators?

Strong Educator Support System - Educator Coaching and Learning

2.1 Our school provides sufficient professional learning and instructional coaching to improve teaching and learning.

Main idea: *A structured, data-driven system for continuous professional learning leads to high quality instruction and implementation of research-based practices with fidelity.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our school is exploring instructional coaching practices and how they can best support educators in our school. Administrators are the primary decision makers regarding professional learning activities and instructional coaching supports.	Our school is developing a plan to provide instructional coaching to educators. This plan includes a mentoring system for new teachers in their first 2 years. We are preparing a data gathering system to determine the professional learning and support needs of our staff.	Educators in our school receive instructional coaching on the use of research-based practices within their first 2 years of teaching and ongoing as indicated through data or upon educator request. Coaching includes teaching demonstration, support, and feedback in the classroom. Our school provides professional learning within 2 – 3 months of a request or need identified by data, and includes input from school community members.	Educators in our school receive instructional coaching on the use of research-based practices within their first 2 years of teaching and ongoing as indicated through data or upon educator request. Coaching includes teaching demonstration, support, and feedback in the classroom. Our school provides professional learning within 2 – 3 months of a request or need identified by data, and includes input from school community members. The School Leadership Team reviews these educational supports for continuous improvement.

How do we know?

- Record of coaching time is available to the school
  - Does our school provide new teacher supports and proactive mentoring/coaching, which includes demonstration and feedbacks for all educators across all content areas?
- Professional learning log and needs assessment
  - Can educator supports (e.g., professional learning, technical assistance, coaching, or resource delivery) occur within 2-3 months of request?
  - Does our School Leadership Team use data and stakeholder inputs to decide and/or request professional learning topics?
- Perception of educators
  - Do educators agree that they are getting enough supports for quality instruction?

Strong Educator Support System - Personnel Evaluation

2.2 In our school, personnel evaluation is supportive and useful for educators to build instructional knowledge and skills.

Main idea: *When educator evaluations provide positive and constructive feedback, educators will have the information to improve their instructional practices.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our school is exploring methods for using personnel evaluation and feedback to improve instructional practices and increase student outcomes. Personnel evaluation is used primarily to meet compliance requirements and/or for state reporting.	Our school is establishing a personnel evaluation and feedback process focused on improving instructional practices and increasing student outcomes.	Our personnel evaluation results in identification of strengths and specific areas for improvement in teaching and learning. Teachers report that feedback is supportive. Evaluation procedure includes input from a variety of sources such as observation, interview, and student performance data.	Our personnel evaluation results in identification of strengths and specific areas of improvement in teaching and learning. Teachers report that feedback is supportive. Evaluation procedure includes input from a variety of sources such as observation, interview, and student performance data. The School Leadership team consistently uses the personnel evaluation and feedback for continuous improvement.

How do we know?

- Teacher evaluation procedures and other administrator observation schedules and feedback systems
  - Does our educator evaluation use multiple sources and provide useful information and feedbacks for educators to improve instructions?
- Report from educators
  - Do educators in our school report that feedbacks from the educator evaluation are useful?

Inclusive Academic Instruction – Academic Supports

3.1 Our school has a school-wide system to promote academic success for all students, and responds with additional support for students who do not demonstrate success.

Main idea: *An appropriate and effective Multi-tiered System of Support (MTSS) for Reading and Math is essential to prevent academic failure and provide opportunities for all students to receive an equitable education.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our school is exploring the components of a multi-tiered instructional system for reading and math and what it might look like in our school. We have a core curriculum for reading or math. We are unsure if our core curricula are research-based. Intensive interventions for reading and math are only available to students based on eligibility for special education or other student support services.	Our school is building a multi-tiered instructional system for all students in reading and math. We are supporting teachers to understand and utilize multi-tiered instructional systems. Our school is investigating research-based core curricula for reading and math. We are supporting teachers to implement core curricula and exploring ways to measure fidelity of implementation of the curricula. Our school is recruiting grade level and special educators to work as a team to monitor students' academic progress. Our school is exploring various research-based interventions for reading and math. We are developing clearly defined decision rules for accessing and exiting the interventions. Procedures to monitor the fidelity of implementation of the intervention are also being developed.	Our school has a multi-tiered instructional system available to all students to provide increasing levels of support and academic intervention for students who need it. Advanced tier interventions are available for all students, regardless of eligibility of special education or other student support services. Core curricula for reading and math exist and are research-based. Procedures are in place to measure the fidelity of implementation of the curricula. Grade level educators collaborate with special educators to monitor students' academic progress. Our school has interventions for reading and math that are matched by type and intensity to student need. The interventions • are research-based • are delivered by skilled, trained interventionists • have clearly defined decision rules for access and exit • have procedures to monitor fidelity of implementation and overall effectiveness of the intervention.	Our school has a multi-tiered instructional system available to all students to provide increasing levels of support and academic intervention for students who need it. Advanced tier interventions are available for all students, regardless of eligibility of special education or other student support services. Core curricula for reading and math exist and are research-based. Procedures are in place to measure the fidelity of implementation of the curricula. Grade level educators collaborate with special educators to monitor students' academic progress. Our school has interventions for reading and math that are matched by type and intensity to student need. The interventions • are research-based • are delivered by skilled, trained interventionists • have clearly defined decision rules for access and exit • have procedures to monitor fidelity of implementation and overall effectiveness of the intervention. Our School Leadership Team reviews the MTSS for reading and math for continuous improvement.

How do we know?

- Grade-level and instructional support team meeting minutes
  - Do special educators regularly and formally meet with grade level educators to discuss progress of students at risk and plan tiered interventions?
- Tier I reading and math curricula
  - Does our school have research-based core Tier I curriculum for reading and math? And do we have fidelity measures available to check instructions are delivered as intended?
- Universal screening and progress monitoring
  - Do universal screenings to identify students at-risk of academic failure occur at least 3 times a year, and are more frequent assessments available to monitor their progress on both reading and math?
- Tier II & III intervention guidelines, including instructional fidelity records and rules for student access to and exit from interventions
  - Does our school have research-based Tier II and III interventions, and are those interventions delivered with fidelity as intended?
  - Does our school have clear access and exit rules to identify when students need to participate in advance tier interventions?

3.2 Our school personnel use multi-level instructional strategies for both reading and math to include all students with various needs in the general education curriculum activities.

Main idea: *Instructional practices and strategies designed to address the variety of informational access, processing, and communication needs of ALL students will allow teachers to include ALL students more effectively.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our school is exploring • the components of Universal Design for Learning (UDL) • differentiated instruction • flexible grouping Educators in our school have varied levels of knowledge and experience with the components of UDL, differentiated instruction, and/or flexible grouping.	Our school is supporting teachers to understand and utilize the principles of UDL, differentiated instruction, and flexible grouping to maximize student engagement and performance. Our school is developing procedures to use the principles of UDL, differentiate instruction, and develop flexible groups that are responsive to student performance needs, in order to ensure access to and engagement in the teaching and learning process. Our school is working to figure out how to monitor the use and effectiveness of UDL, differentiated instruction, and flexible grouping.	Our school's instruction and curriculum are based on the principles of UDL. Our teachers know how to further differentiate instruction based on their students' performance and instructional needs. Our teachers consistently use flexible groupings of students to maximize student engagement and participation in learning. Our school expects and supports special and general educators to collaboratively plan for the use of UDL, differentiated instruction, and flexible grouping. Our school has formal procedures in place to monitor the use of UDL or differentiated instruction, such as walk-through observation, educator evaluation, and lesson plan reviews.	Our school's instruction and curriculum are based on the principles of UDL. Our teachers know how to further differentiate instruction based on their students' performance and instructional needs; and consistently use flexible groupings of students to maximize student engagement and participation in learning. Our school expects and supports special and general educators to collaboratively plan for the use of UDL, differentiated instruction, and flexible grouping. Our school has formal procedures in place to monitor the use of UDL or differentiated instruction, such as walk-through observation, educator evaluation, and lesson plan reviews. The School Leadership Team reviews the use of UDL, differentiated instruction, and flexible grouping for continuous improvement.

How do we know?

- Review school expectations of multi-level instruction and UDL
  - Does our school have clear expectations regarding UDL, differentiation, and flexible grouping, and provide sufficient resources and learning opportunities?
- Review sample lesson plans
  - Does our school expect educators to include all components of UDL and differentiated instruction in the lesson plan?
  - Does our school have a system to regularly and formally monitor all components for UDL and differentiated instructions?
- Review the school schedule

(continues)

- Does our school schedule have time set aside for regular, consistent planning among collaborative teaching pairs or grade-wide teams that include specialized educators?
- Review collaborative team planning notes
  - Do our teams have agendas, shared responsibilities for assignments, notes for actions to be taken, and follow up on actions?

3.3 Our school identifies and prioritizes instructional interventions based on analysis of multiple sources of academic data.

Main idea: *When teachers and school teams use data to make decisions about school practices, they are likely to design appropriate instructional strategies, interventions and individualized academic supports.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our school is exploring universal screening and progress monitoring tools for reading and math. Our school is exploring systems to organize school-wide and student-level data. Our school's administrators make most of the instructional decisions, and they are based predominantly on state assessment data or pre-planned curricula.	Our school is investigating universal screening tools for reading and math. We are supporting teachers to understand and utilize universal screening tools and data. Our school is investigating progress monitoring tools for reading and math. We are supporting teachers to understand and utilize progress monitoring tools and data. Our school is preparing a data system to organize screening, progress monitoring, intervention, and other data. We are developing a system to use these data sources to guide instructional decision-making. Our school is recruiting team members to analyze data, create summaries, and assist teachers in planning interventions.	Universal screenings are in place for both reading and math and are conducted three times a year. Progress monitoring data are gathered to check our students' improvement. Educators use student data to guide reading and math instruction. Data are regularly and consistently collected and used to 1) identify students who need more or less intensive supports, 2) provide appropriate interventions with the multi-level support system, and 3) check whether interventions are implemented as planned. Our school reviews academic outcome data in such aggregate formats as classroom, grade level, and other student subgroups in order to evaluate the effectiveness of instruction and interventions.	Universal screenings are in place for both reading and math and conducted three times a year. Progress monitoring data are gathered to check our students' improvement. Educators use student data to guide reading and math instruction. Data are regularly and consistently collected and used to 1) identify students who need more or less intensive supports, 2) provide appropriate interventions with the multi-level support system, and 3) check whether interventions are implemented as planned. Our school reviews academic outcome data in such aggregate formats as classroom, grade level, and other student subgroups in order to evaluate the effectiveness of instruction and interventions. A well functioning data system informs our MTSS for reading and math and the School Leadership Team reviews it for continuous improvement.

How do we know?

- Grade-level or instructional support team and School Leadership Team meeting minutes
  - Does our school use all levels of outcome data (individual, classroom, grade level, student subgroups) to develop appropriate instruction?
- Inventory of tool(s) used to assess fidelity of implementation
  - Does our school monitor the implementation of instructional practices and use fidelity data to determine the effectiveness of interventions?
- Process and content for data collection, summary and use for decision-making
  - Does our school have a consistent formal procedure to collect student academic performance data and summarize them?

Inclusive Behavior Instruction - Behavior Prevention

4.1 Our school has school-wide systems to promote effective social behavior for all students.

Main idea: *Universal level behavior Multi-tiered System of Support (MTSS) is essential to create a safe learning environment and to prevent behavioral removals and school failure for all students.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our school is exploring schoolwide behavior supports. Educators in our school have varied levels of knowledge and experience with school-wide behavior supports. Our school administrators handle most of the student behavioral issues.	Our school is building a universal behavior support system, including structures to teach behavioral expectations, recognize positive student behavior, and clarify consequences. We are supporting teachers to understand universal behavior support systems. Our school is investigating procedures to measure the fidelity of implementation of our universal behavior support system. Our school is recruiting behavior support team members to monitor schoolwide behavior systems and students' behavior progress.	A universal behavior support system is clearly in place and includes teaching school-wide behavioral expectations, recognition systems, and consequence systems. Procedures are in place to measure the fidelity of implementing the universal behavior support system and practices; results show these are installed to criterion. Grade level educators collaborate with special educators to monitor students' behavior progress.	A universal behavior support system is clearly in place and includes teaching school-wide behavioral expectations, recognition systems, and consequence systems. Procedures are in place to measure the fidelity of implementing the universal behavior support system and practices; results show these are installed to criterion. Grade level educators collaborate with special educators to monitor students' behavior progress. A well functioning data system informs our MTSS for behavior, and the School Leadership Team reviews it for continuous improvement.

How do we know?

- Review behavior support team meeting minutes
  - Does our behavior team include people with sufficient skills and information (e.g., special educators, grade level educators, other specialists, families)?
- Review current Tier I fidelity of behavior support implementation (e.g., Positive Behavioral Interventions and Supports or PBIS)
  - Does our school have a fidelity measure, and is the score high enough to say that our school's Tier I behavior support is fully in place?

Inclusive Behavior Instruction - Behavior Intervention

4.2 Our school provides research-based, multi-tiered interventions based on functions of behavior with fidelity.

Main idea: *When educators use data based on the functions of student behavior in order to design research-based multi-tiered behavioral interventions, then those interventions will be appropriate and effective.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our school is exploring universal behavioral supports. We have some behavioral interventions in place. We are unsure if our interventions are research-based. Advanced interventions for behavior are only available to students based on eligibility for special education or other student support services. Our school administrators handle most of the student behavioral issues.	Our school is building a multi-tiered instructional system for behavioral support and intervention. We are supporting teachers to understand and utilize a multi-tiered instructional system for behavior support and interventions. Our school is investigating research-based behavior interventions. We are developing clearly defined decision rules for access to and exit from the interventions; and procedures to monitor the fidelity of implementation. Our school is recruiting grade level and special educators to work as a team to monitor students' behavioral progress. Our school is collecting resources has assigned staff members to participate in training related to research-based behavior interventions and our multi-tiered instructional system for behavioral support.	Our school has a multi-tiered instructional system available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tier interventions are available for all students, regardless of eligibility of special education or other student support services. Interventions for behavior are matched by function and intensity to student need, and interventions • are research-based; • have clearly defined decision rules for access and exit; and • have procedures in place to monitor the fidelity of implementation and the overall effectiveness. Our school has Behavior Intervention Plans (BIP) that • incorporate input from families and/or students and assessment results such as Functional Behavior Assessment (FBA), academic outcomes, etc. and • include prevention strategies, strategies for increasing desired behavior, and strategies for minimizing rewards for problem behavior.	Our school has a multi-tiered instructional system available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tier interventions are available for all students, regardless of eligibility of special education or other student support services. Interventions for behavior are matched by function and intensity to student need, and interventions • are research-based; • have clearly defined decision rules for access and exit; and • have procedures in place to monitor the fidelity of implementation and the overall effectiveness. Our school as Behavior Intervention Plans (BIP) that • incorporate input from families and/or students and assessment results such as Functional Behavior Assessment (FBA), academic outcomes, etc. and • include prevention strategies, strategies for increasing desired behavior, and strategies for minimizing rewards for problem behavior. Well functioning multi-tiered interventions for behavior are in place and the School Leadership Team reviews them for continuous improvement.

How do we know?

- Review functional behavioral assessments (FBA)
  - Is our FBA available for all students who need advanced (Tier III) supports, regardless of their eligibility for IEPs?
- Review sample Tier II & Tier III behavior support plans
  - Are our interventions designed to incorporate family and/or student perspectives and results of all assessments (e.g., FBA, academic tests, mental health assessments, etc.)?
  - Does our Tier III behavior plan include prevention strategies, strategies for increasing desired behavior, strategies for minimizing rewards for problem behavior, and exit criteria?
- Review sample progress monitoring data for students receiving Tier II & III supports
  - Are our interventions modified as necessary based on outcomes, fidelities, and inputs from stakeholders?

4.3 Our school identifies and prioritizes instructional interventions based on analyzing multiple sources of behavior data.

Main idea: *A data-based decision making process that uses multiple data sources to plan, monitor, and implement behavior supports at all tier levels will enable the school to effectively select, design and modify behavioral interventions.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our school is exploring universal screening and progress monitoring tools for behavior. Our school is exploring systems to organize schoolwide and student-level behavioral data. Instructional decisions for behavior are based primarily on individual teacher anecdotal reports. Our school administrators determine or designate behavioral interventions.	Our school is investigating universal screening tools for behavior. We are supporting teachers to understand and utilize universal screening tools and data. Our school is investigating progress monitoring tools for behavior. We are supporting teachers to understand and utilize progress monitoring tools and data. Our school is preparing a data system to organize screening, progress monitoring, intervention, and other data. We are developing a system to use these data sources guide instructional decision making. Our school is recruiting team members to analyze data, create summaries, and assist teachers in planning interventions.	Universal screenings are in place for behavior and conducted three times year. Progress monitoring data are gathered to check student improvement Educators use student data to guide their behavior instruction. Data are regularly and consistently collected and used to 1) identify students who need more or less intensive supports, 2) provide appropriate interventions with the multi-level support system, and 3) check if interventions are implemented as planned. Our school reviews behavior outcome data in such aggregate formats as classroom, grade level, and other student subgroups in order to evaluate the effectiveness of behavior instruction and interventions.	Universal screenings are in place for behavior and conducted three times year. Progress monitoring data are gathered to check student improvement Educators use student data to guide their behavior instruction. Data are regularly and consistently collected and used to 1) identify students who need more or less intensive supports, 2) provide appropriate interventions with the multi-level support system, and 3) check if interventions are implemented as planned. Our school reviews behavior outcome data in such aggregate formats as classroom, grade level, and other student subgroups in order to evaluate the effectiveness of behavior instruction and interventions. A comprehensive data system is in place for monitoring behavior and the School Leadership Team reviews it for continuous improvement.

How do we know?

- Universal screening data collected at least annually
  - Does our school have a universal screener for behavior to proactively provide supports for students at risk?
- Fidelity data documenting implementation of Tier II and/or Tier III behavior interventions and supports
  - Does our school measure and monitor fidelity of Tier II and III behavior supports?
- Review grade-level or instructional support team meeting minutes
  - Do school teams review behavior data as well as academic data together to understand student performance?

(continues)

- Action plan for improved implementation
  - Are action plans based on data reviews and modified from its outcomes?
- Student outcome measurement systems for all three tiers
  - Does our school use aggregate data (e.g., school level, grade level, student subgroups) to investigate overall effectiveness of each tier level supports with fidelities?

Fully Integrated Organizational Structure - Tier I Instruction for All

5.1 All students in our school participate in the general education curriculum instruction/activities of their grade level peers.

Main idea: *All students, even those with the most extensive support needs, will be more successful when they learn in the general education classroom with their same-age grade level peers.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our school has students with disabilities or other conditions who are removed from the general education classroom for at least some part of the school day for their primary (Tier I reading and math) instruction. They may be in separate special education or specialized classes or schools. If we have students with extensive support needs who are in the general education classroom, and if they need additional adult support, a paraeducator is assigned and may be primarily responsible for delivering that student's instruction. Paraeducators do not participate in collaborative team planning and are not included in the professional learning offered to teachers Our school is considering how to ensure that we can educate all of our students in our building. We are exploring how an inclusive education philosophy where the grade-level classroom is the primary placement for all students to access their grade level core curriculum can be effective. We are looking at our organizational structure to build an effective model where teachers are the primary instructor and paraeducators provide support to any student who needs it, under the teacher's direction.	Our school has students with disabilities or other conditions who are removed from the general education classroom for at least some part of the school day for their primary (Tier I reading and math) instruction. They may be in separate special education or specialized classes or schools. Educators are being trained to provide collaborative instruction (e.g., peer-assisted instruction). Tasks are assigned to prepare documented expectations and guideline for the collaborative instruction. Our school is rearranging paraeducators' schedules to include them in professional learning and collaborative team planning. Educators are learning how paraeducators can work with all students in grade level classrooms. Our school has a clear plan and procedure to bring students with disabilities who are placed in another setting into general education in our school, unless they have serious physical safety concerns or adamant family opposition against the inclusive placement.	All students who live in our school's jurisdiction attend our school. No students is sent to a special school (except extreme cases such as physical safety/psychiatric concerns or family placement against the wishes of our school). All students' primary placement is a grade level general education classroom. All students (including students with IEPs, 504 plans, and English learners) participate in the general education curriculum of their grade level peers, including Tier I reading and math. Collaborative learning, including peer-assisted learning, is a documented expectation in our school. Paraeducators are responsible and have roles to educate all students (including those without special needs) in grade-level classrooms with general educators.	All students who live in our school's jurisdiction attend our school. No students is sent to a special school (except extreme cases such as physical safety/psychiatric concerns or family placement against the wishes of our school). All students' primary placement is a grade level general education classroom. All students (including students with IEPs, 504 plans, and English learners) participate in the general education curriculum of their grade level peers, including Tier I reading and math. Collaborative learning, including peer-assisted learning, is a documented expectation in our school. Paraeducators are responsible and have roles to educate all students (including those without special needs) in grade-level classrooms with general educators. A comprehensive system for monitoring integrated structures is in place and School Leadership Team reviews it for continuous improvement.

How do we know?

- Special educator and paraeducator schedules
  - Are special educators and paraeducators responsible to all students and participating in grade level instructions?
  - Are grade level educators responsible to all students including students with IEPs, and are all students with IEPs included in general education curriculum through various instructional strategies such as peer-assisted learning or co-teaching?
- Sample schedules for students taking alternative tests
  - Are all students enrolled in our school including students taking alternate assessment participating in general education curriculum instruction with their grade level peers?

5.2 Our school embraces non-categorical service delivery to support diverse needs of students.

Main idea: *When faculty and staff are expected to support all students, regardless of their title or particular student need, instruction and supports are respectful, and can be flexible and innovative, meeting the diverse needs of students.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our school is working to understand what "non-categorical" services are and investigating the need for non-categorical service delivery. Our school uses categorical language to refer to services, and sometimes to students who receive those services, such as Special Education or SPED, ELL students, etc. Personnel titles and building signage are based on service categories. Our school does not have a policy related to non-categorical service delivery.	Our school assigns tasks and develops plans to deliver non-categorical services. Our school is planning or has begun to train all educators for the non-categorical service delivery. A team or person is reviewing possible policy items to be included in the non-categorical service delivery. School staff are discussing implications of person-first language, disability-identity language, and other ways in which students who have diagnoses or labels are respected.	Our school has documented policy for non-categorical service delivery to support diverse needs of students in a flexible manner. That is, regardless of the title of an educator or type of student need (e.g., Special Education Teacher, an IEP), educators and other staff work with all students (e.g., special educators work with students without IEPs). Educators and other staff are trained to understand and utilize the non-categorical service policy. Non-categorical languages can be observed everywhere in our building (e.g., building signage, personnel titles). Our service, language use, and building practices reflect the non-categorical service delivery policy.	Our school has documented policy for non-categorical service delivery to support diverse needs of students in a flexible manner. That is, regardless of the title of an educator or category of student need (e.g., Special Education Teacher or IEP) educators and other staff work with all students (e.g., special educators work with students without IEPs). Educators and other staff are trained to understand and utilize the non-categorical service policy. Non-categorical languages can be observed everywhere in our building (e.g., building signage, personnel titles). Our service, language use, and building practices reflect the non-categorical service delivery policy. School Leadership Team monitors and reviews non-categorical service delivery practices and policy for continuous improvement.

How do we know?

- Documents regarding non-categorical policy
  - Does our school have written policy to support non-categorical service including service delivery, language use, training, and building practices?
- Materials sent home, provided to students, and posted in the school
  - Does our school use non-categorical language?

Strong and Positive School Culture - Full Access for All Students

6.1 All students including those with IEPs in our school have equal access to the general education curriculum and extracurricular learning activities with appropriate supports.

Main idea: *An equitable education means equal opportunities for all students to participate in all core instruction and extracurricular activities. These opportunities require collaborative planning and sharing of responsibilities across staff of various areas of expertise.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Students who need additional or special support do not participate in extra curricular activities because our school cannot provide the needed support. Our school is exploring how to provide equal opportunities for all students to participate in grade level classroom and extra curricular learning activities. Our school is figuring out how collaborative teaching efforts (e.g., co-teaching and co-planning) can engage more students in active learning in grade-level classrooms.	Our administrators and/or School Leadership Team are preparing written guidelines for essential components of collaborative teaching strategies. All schedules are being reviewed to apply collaborative teaching for some portion of the day in all classrooms and intervention sessions. Educators receive professional support/learning and resources to support collaborative teaching strategies. Our school has an assigned team or person planning to improve the ability of the school to offer supports than enable all students to participate in extra curricular activities. Options for students who have extra individualized supports are identified and reviewed in collaboration with their families.	Educators in our school are clear about various strategies for collaborative planning and teaching. The school schedule provides time for collaborative planning among grade-wide teams or collaborative or co-teaching teams. Educators in all classes of our school use or know how to use quality collaborative teaching and co-planning methods. Both special educators and grade level classroom educators are responsible for all students. Extracurricular learning activities both at school and outside of typical school hours are accessible for all students with the unique supports needed by individual students.	Educators in our school are clear about various strategies for collaborative planning and teaching. The school schedule provides time for collaborative planning among grade-wide teams or collaborative or co-teaching teams. Educators in all classes of our school use or know how to use quality collaborative teaching and co-planning methods. Both special educators and grade level classroom educators are responsible for all students. Extracurricular learning activities both at school and outside of typical school hours are accessible for all students with the unique supports needed by individual students. The School Leadership Team monitors collaborative teaching methods and participation in extracurricular activities and reviews them for continuous improvement.

How do we know?

- Sample collaborative planning and co-teaching schedules
  - Does our school utilize collaborative planning and co-teaching to include more students in the core curriculum activities in all classrooms?
- Report from educators and families of students with special needs
  - Do all students with IEPs have equal opportunities to participate in extra curricular activities?

Strong and Positive School Culture - Shared Responsibility

6.2 All school personnel (i.e., instructional and other personnel) share responsibility and employ culturally responsive practices to educate all students in our school.

Main idea: *Culture is central to learning. Learning environments and activities that reflect students' social, cultural, and linguistic experiences maximizes learning opportunities and makes instruction relevant for students.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our school is discussing how to engage all adults in the building in the teaching and learning process. Some personnel such as security guards, janitorial staff, or administrative assistants are not a part of the teaching and learning process at all and do not have any shared responsibility for student academic and/or behavior outcomes. Our school is exploring the benefits of culturally responsive practices. Our educators are not fully aware of the influence of their cultural background or that of their students on teaching and learning in both academic and behavior areas. No evaluation has been conducted to check our culturally responsive practice status.	Our school is clarifying job descriptions and policies to actively engage all adults in the school community in the teaching and learning process. Educators are learning about culturally responsive practices and their importance in student outcomes. A team or individual is assigned to identify the culturally responsive practices that should be adopted in such areas as leadership, policy, family involvement, curriculum, teaching and learning, behavior supports, etc. An evaluation tool selection process is underway to effectively monitor our improvement on culturally responsive practices.	Our school has an explicit expectation that all adults in our school should be actively involved in the social and academic instruction of students. Internal school job descriptions for faculty and staff indicate defined responsibilities for student outcomes. Culturally responsive practices are well recognized by all school staff, and all staff consider student how to be inclusive of various cultural backgrounds. The school assesses culturally responsive practices in various areas (e.g., school leadership, policy, family involvement, teaching and learning) and uses assessment results to improve practices.	Our school has an explicit expectation that all adults in our school should be actively involved in the social and academic instruction of students. Internal school job descriptions for faculty and staff indicate defined responsibilities for student outcomes. Culturally responsive practices are well recognized by all school staff, and all staff consider student how to be inclusive of various cultural backgrounds. The school assesses culturally responsive practices in various areas (e.g., school leadership, policy, family involvement, teaching and learning) and uses assessment results to improve practices. The School Leadership Team monitors culturally responsive practices and shared responsibility for student outcomes throughout the entire school community and reviews these data for continuous improvement.

How do we know?

- Culturally responsive practices assessment results
  - Does our school assess the status of culturally responsive practices and plan actions to improve it?
- Educator job descriptions
  - Are all educators in our building responsible for all students (regardless of IEPs)?
  - Are all adults including non-instructional educators responsible for all students' academic and/or behavior outcomes with a formal policy or a job description?

Trusting Family Partnerships - Family Opportunities to Participate

7.1 Our school provides families with opportunities/resources to participate in the decision-making of their child's education.

Main idea: *Families engagement and involvement in school decisions can play a vital role in supporting SWIFT implementation and sustaining implementation over time.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Family organizations exist and School Leadership are involved in communicating with families; however, families are not officially invited as a member of school committee(s) and/or team(s) to provide their voices for the impact of school practices on their child's education. Our school conducts a family survey; but we have not figured out how to use the results. Families receive some information about their children's education, such as academic and behavior progress. We are exploring ways to enhance what and how a child's progress is shared with families.	Our school has communication procedures to make sure that families' opinions are well considered in their child's education. Our school is revising our family survey or selecting another survey or process to get feedback from families at least once a year. We are figuring out how to make sure that family members understand the instructional and intervention systems in the school and how their child fits into that system. Our school is creating ways to involve families in the life of the school, the school's instructional/intervention practices, and their child's education, including ways they can provide guidance on our practices.	Family surveys are administered at least once a year. Our School Leadership Team reviews and incorporates results into school improvement plans. Our school has systematic procedures for providing information to families about: • School-level systems and practices regarding academic and behavioral instruction and supports • Student progress data • Results of surveys • Committee or team meeting decisions on which families sit as members. Family members report that they understand the instructional and intervention systems in the school and how their child fits into that system.	Family surveys are administered at least once a year. School Leadership Team reviews and incorporates results into school improvement plans. Our school has systematic procedures for providing information to families about: • School-level systems and practices regarding academic and behavioral instruction and supports • Student progress data • Results of surveys • Committee or team meeting decisions on which families sit as members. Family members report that they understand the instructional and intervention systems in the school and how their child fits into that system. School Leadership Team monitors family participation and reviews for continuous improvement.

How do we know?

- Survey results or other documents to solicit feedback from families
  - Does our school solicit input from families to include them in school governance decisions?
- Procedure for providing information to families
  - Does our school provide all information regarding their children's education (e.g., assessment results, current progress, academic/behavior standards, parent rights) and opportunity to participate in intervention decisions for their children?

Trusting Family Partnerships - Partnerships with Families

7.2 All personnel in our school understand the importance of building positive partnerships with their students' families.

Main idea: *Positive family-school partnerships result when educators intentionally seek family input on the school's educational practices and include family members on school teams and committees.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school is exploring a way to increase family involvement in school governance and the quality of partnerships with families. We have not formally evaluated families' perceived quality of partnership with our educators and staff. A family survey is conducted; however, the quality of partnership and recommendations for overall school improvement is not well captured by the survey questions.	Our school leaders are recruiting family leaders to participate in school committee(s) and/or team(s) that address school governance. Family organizations and the School Leadership Team collaborate to provide opportunities for ALL families to serve on committee(s) and/or team(s). Our school is defining the major indicators of quality for our family partnerships and is developing a method to evaluate those from a family perspective. Family surveys are being reviewed to make sure that the defined indicators of quality for family partnership are well measured, and additional survey items are being developed as needed. Other data collection methods (e.g., discussion log at parent organizations, educator reported parent concerns) are also being considered.	We systematically seek input so that family opinions are being incorporated into school governance decisions. Family leaders serve on at least one committee and/or team that can make decisions on school governance. All families have an equal opportunity to be recruited for and participate in these committees/teams, including supports for transportation and day care. Our school assesses how families perceive the quality of their partnerships with educators and school staff two times a year and uses the results to improve our partnership with families.	We systematically seek input so that family opinions are being incorporated into school governance decisions. Family leaders serve on at least one committee and/or team that can make decisions on school governance. All families have an equal opportunity to be recruited for and participate in these committees/teams, including supports for transportation and day care. Our school assesses how families perceive the quality of the partnerships with educators and school staff two times a year and uses the results to improve our partnership with families. The School Leadership Team monitors the quality, frequency and use of families' perceptions and input and reviews results for continuous improvement.

How do we know?

- Quality partnership assessment results (family perception of the quality of partnership)
  - Does our school have a system that all families have the equal opportunities to participate in committees and school teams for school governance?
  - Does our school assess the quality of family partnership and use the data to improve it?

Trusting Community Partnerships - Community Collaboration

8.1 Our school collaborates with a variety of community partners to match resources and services in the community with identified school needs.

Main idea: *Positive community-school partnerships result when the school intentionally evaluates community needs, connects school stakeholders to community resources, and evaluates the impact of the school-community relationship.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
Our school does not have any community partners yet or we do have community partners but we haven't figure out yet how to use them well! Although our school community partners can benefit school community members (e.g., educators, students, and families), we have no formal assessment to identify needs in our community nor do we evaluate the overall effectiveness of our community partnerships.	Our school is working on building better resource connection between our community partners and school stakeholders (e.g., educators, students, families). A team or person is responsible to identify our needs and available community resources. A procedure to identify needs is under development. Evaluation of overall effectiveness of the partnership is being developed. We are identifying indicators to monitor the effectiveness of community partnerships.	Our school has community partners with whom we connect to help address identified needs through the provision of necessary resources to school staff, students, and families, and we evaluate our partnerships twice a year. According to the evaluation, the quality of community partnerships has improved to maximize the benefit to school needs.	Our school has community partners with whom we connect to help address identified needs through the provision of necessary resources to school staff, students, and families, and we evaluate our partnerships twice a year. According to the evaluation, the quality of community partnerships has improved to maximize the benefit to school needs. The School Leadership Team monitors quality, frequency and use of community resources and the nature of community partnerships and reviews the results for continuous improvement.

How do we know?

- Procedure for utilizing community partner resources
  - Does our school have community partners to connect school stakeholders with available community resources based on assessed needs?
  - Does our school evaluate overall effectiveness of the community partnership as well as needs?

8.2 Our school offers various resources to benefit the surrounding community.

Main idea: *The whole community benefits when the school shares resources (e.g., space, technology) and engages community members as volunteers.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our school is exploring how to open school resources and facilities to public and benefit community members. We may have ways for community members to use school facilities; however, the request procedure is not clear and/or accessible for community members. Our school currently does not provide volunteer opportunities or our volunteer training has not been provided with clear guidelines and materials. We have not yet developed a volunteer handbook.	Our school is reviewing current community use of school facilities. We are identifying what space and facilities will be available. Our request procedure is being modified (or newly developed) to increase public access and improve the management system. Our school has assigned tasks to a team or person to identify volunteer areas and necessary training. We are developing new volunteer training or training materials, including a volunteer handbook.	Our school offers school resources (e.g., space, technology) for community use, trains volunteers, and provides a volunteer handbook. We have a clear procedure available for community members to request the use of school resources or serve as volunteers.	Our school offers school resources (e.g., space, technology) for community use, trains volunteers, and provides a volunteer handbook. We have a clear procedure available for community members to request the use of school resources or serve as volunteers. The School Leadership Team monitor the use of school resources by the community and the nature of those community partnerships and review results for continuous improvement.

How do we know?

- School space and resource availability for community use
  - Is our school space and facilities open to community use?
- School activities to train volunteers
  - Does our school train volunteers, including a handbook?

Strong LEA (District)-School Relationship - LEA (District) Support

9.1 Our LEA (District) actively and adequately supports our schools' implementation of SWIFT features.

Main idea: *District support is essential to effectively implement and sustain SWIFT and related research-based practices at the school building level.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our school, in collaboration with our district, is exploring how to best align and accelerate implementation of SWIFT in our school. Our district is working to establish an effective communication procedure between the district and our school regarding implementation of SWIFT. Our district is seeking to find a representative who will regularly attend our School Leadership Team meetings. Our district is exploring the relationship of outcome and fidelity data; and how reporting it to the school board might be accomplished.	Our district and school administrators are collaboratively working on establishing a district support system. Our district is selecting School Leadership Team members to attend School Leadership Team meetings. Communication procedures between the district and our school are being developed. Methods are being developed by the district to assess professional learning needs. The district is developing a strategic plan to guide communication development and education. The district is identifying the outcome and/or fidelity data that needs to be reported and how to best report it to the school board.	Our district is actively engaged in school and district implementation of SWIFT. District personnel who have authority to make decisions are attending our School Leadership Team meetings at least once a month. School staff report professional learning requests made to the district are met within 2 - 3 months. The district uses a needs assessment, data, and stakeholder input to inform priorities for professional learning. The district is actively engaging in community development and education with the purpose of securing resources, support and/or engagement at the school level in transformational practices. Our district formally and regularly (i.e., every six months) reports outcome and fidelity data to the school board.	Our district is actively engaged in school and district implementation of SWIFT. District personnel who have authority to make decisions are attending our School Leadership Team meetings at least once a month. School staff report professional learning requests made to the district are met within 2 - 3 months. The district uses a needs assessment, data and stakeholder input to inform priorities for professional learning. The district is actively engaging in community development and education with the purpose of securing resources, support and/or engagement at the school level in transformational practices. Our district formally and regularly (i.e., every six months) reports outcome and fidelity data to the school board. Our School and District Leadership Teams monitor SWIFT implementation for continuous improvement.

How do we know?

- Need assessment results, sample professional learning logs, and district reports
  - Does our LEA provide have a SWIFT Leadership Team at the district level and provide appropriate supports for SWIFT implementation in collaboration with school administrators?
  - Does our LEA respond to our support requests in forms of professional learning, resources, or coaching and gather information about support needs to proactively support schools?
  - Does our LEA formally and frequently report both student outcomes and fidelity to board?

Strong LEA (District) /School Relationship - LEA (District) Addresses Barriers

9.2 Our LEA (District) addresses and removes policy and other barriers to success.

Main idea: *The school district uses a systematic procedure to review policy barriers and fidelity of implementation, and to address barriers and/or change policy to promote the successful implementation of evidence-based practices at the school level.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our district in collaboration with our School Leadership Team representative(s) is exploring the need for a systematic procedure to address possible policy changes or other barriers to SWIFT implementation. Our school has encountered some policy or barriers to effective SWIFT implementation. However, we have no formal procedure to address those issues.	Our district in collaboration with our School Leadership Team representative(s) is developing capacity and/or refining procedures to deal with policy issues and other barriers to implementing SWIFT. Our district SWIFT Leadership Team is reviewing SWIFT domains/core features and school action plans to identify possible policy barriers to implementation.	Our district has a clear, documented process to identify and address policy or other barriers to implementing SWIFT. This process is used consistently, has been found to be successful and includes building Leadership Team representative(s).	Our district has a clear, documented process to identify and address policy or other barriers to implementing SWIFT. This process is used consistently, has been found to be successful, and includes School Leadership Team representative(s). Our district monitors and reviews the process for changing policy and for addressing barriers to school implementation of SWIFT. The process is examined as part of continuous improvement efforts.

How do we know?

- A procedure to address policy and other barriers
  - Does our LEA have a formal procedure to change policies and remove barriers for SWIFT implementation with school building administrators?

LEA (District) Policy Framework - LEA (District) Links Initiatives

10.1 Our LEA (District) supports SWIFT practices by linking multiple initiatives, revising policies, and extending successful implementation cases to other schools.

Main idea: *The district links multiple initiatives to avoid silos and duplication of efforts, and regularly reviews and revises policies to successfully implement SWIFT in the initial cohort and then scale up to other schools.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our district is exploring the need of linking multiple initiatives, developing operational efficiencies, using school data for continuous improvement, and enhancing policy to promote use of new practices. Our district hasn't planned extension of SWIFT implementation to other schools.	Our district is developing formal processes for one or all of the following: • to assess/review current initiatives, team operations, and elements of initiatives for efficiency and integration • to obtain and use school level information/data to improve district support for implementation and inform policy • to review and revise policies that are not facilitative of new practices. Our school assigned tasks to a team or person to identify needs related to SWIFT implementation and to incorporate them in revision of formal processes (above). Our district is reviewing and summarizing successful SWIFT implementation cases. Our district is developing a plan for extension of SWIFT implementation.	Our district has a formal process for each of the following: • to assess/review current initiatives, team operations, and elements of initiatives for efficiency and integration, • to obtain and use school level information/data to improve district support for implementation and inform policy, and • to review and revise policies that are not facilitative of new practices. School Leadership Team representative(s) are incorporated in each of these processes. A clear formalized plan exists to extend successful SWIFT feature implementation to other schools.	Our district has a formal process for each of the following: • to assess/review current initiatives, team operations, and elements of initiatives for efficiency and integration, • to obtain and use school level information/data to improve district support for implementation and inform policy, and • to review and revise policies that are not facilitative of new practices. School Leadership Team representative(s) are incorporated in each of these processes. A clear formalized plan exists to extend successful SWIFT feature implementation to other schools. The above processes are monitored and reviewed for continuous improvement by school and district administrators.

How do we know?

- Review a procedure for assessing current initiatives
  - Does our district in collaboration with school building administrators have a formal procedure to link multiple initiatives together to avoid duplication of efforts?
  - Does our district in collaboration with school administrators have a formal procedure to review and revise policy to incorporate the lessons learned from a practice and/or to facilitate practices better?
  - Does our district have a formalized plan to extend successful SWIFT implementation to other schools?

LEA (District) Policy Framework - LEA (District) Process for RBP

10.2 Our LEA (District) uses school-building information to support, and ensure training regarding research and/or research-based practices.

Main idea: *By using multiple data sources, including input from school-based staff, to select research-based practices and provide professional learning opportunities to school-based educators, the practices and training will result in meaningful change in instruction for the benefit of all students.*

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining School-wide Implementation
Our district is exploring the benefit of a policy and process to select research-based instructional practices. Our district does not have or does not fully utilize a formal procedure to select research-based practices or our school is not aware of or involved in the process.	Our district is developing a policy and process for selecting research-based practices. The process involves school administrators to solicit input and feedback.	Our district has a clear policy and process for selecting research-based practices and the selection process involves school administrators.	Our district has a clear policy and process for selecting research-based practices and the selection process involves school administrators. This policy and process are monitored and reviewed for continuous improvement by school and district administrators.

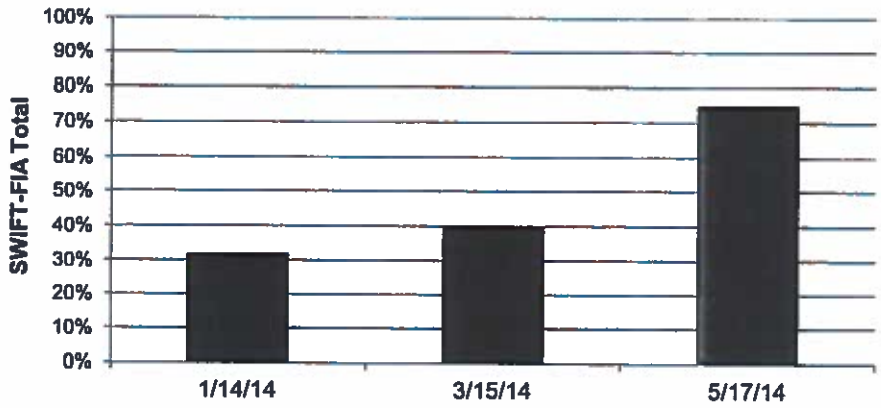
How do we know?

- Review a procedure for selecting research-based practices
  - Does our district in collaboration with school building administrators have a formalized procedure to select research-based practices?
- Review district reports
  - Does our district proactively review our school data to provide supports?

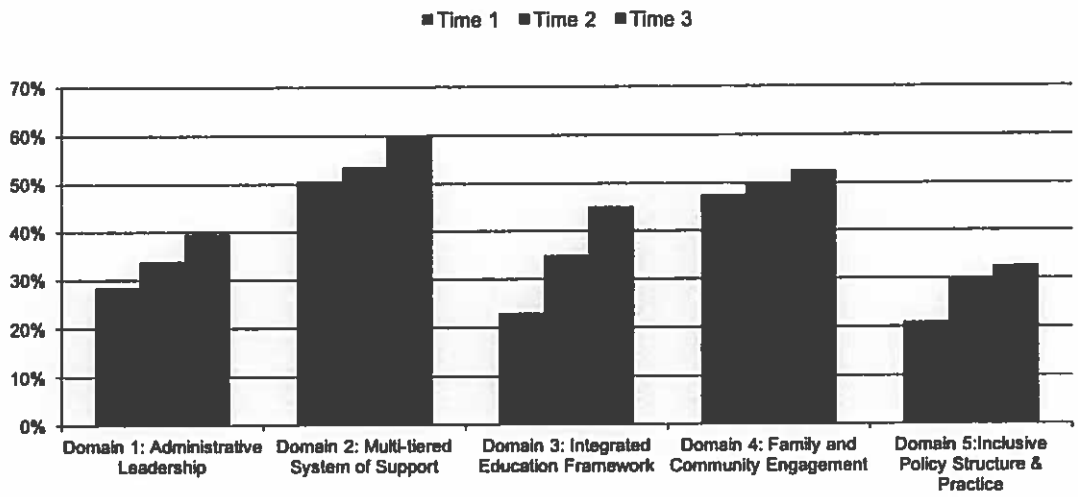
SWIFT-FIA Scoring Example

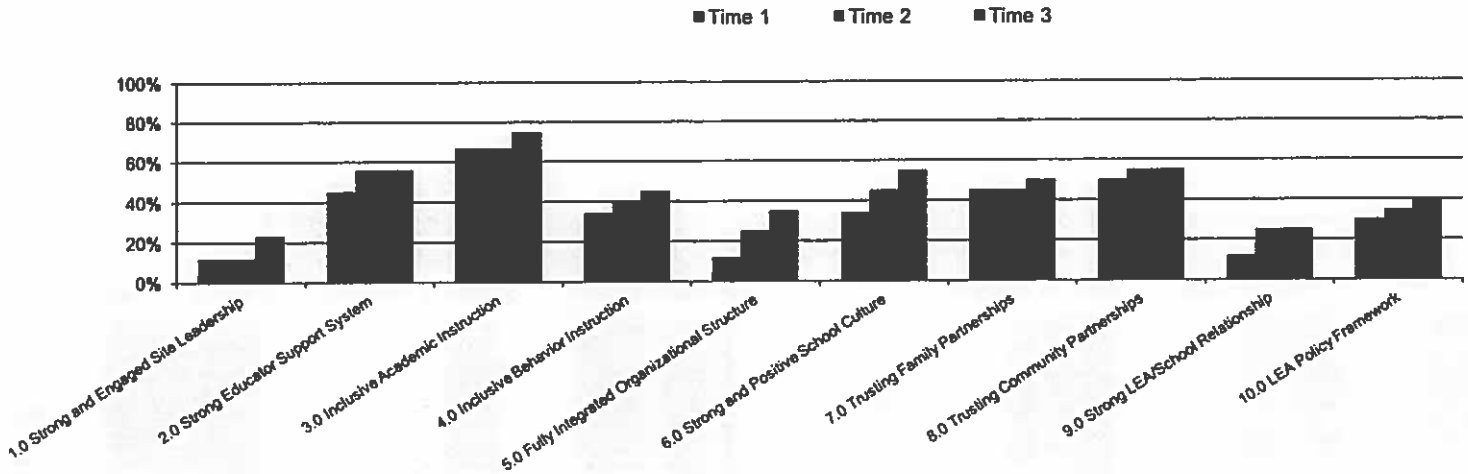
SWIFT Domains	SWIFT Core Features	SWIFT FIA Items / Improvement Areas	% of Implementation					
			Item Scores		Core Feature Scores		Domain Scores	
Administrative Leadership	Strong and Engaged Site Leadership	Valued Leadership	2 / 3	67 %	3 /6	50 %	7 / 12	58 %
		Empowered Decision Making	1 / 3	33 %				
	Strong Educator Support System	Educator Coaching and Learning	2 / 3	67 %	4 /6	67 %		
		Personnel Evaluation	2 / 3	67 %				
Multi-tiered System of Support	Inclusive Academic Instruction	Academic Supports	2 / 3	67 %	4 /9	44 %	9 / 18	50 %
		Academic Instruction	0 / 3	0 %				
		Data-based Decision Making	2 / 3	67 %				
	Inclusive Behavior Instruction	Behavior Supports	2 / 3	67 %	5 /9	56 %		
		Behavior Instruction	1 / 3	33 %				
		Data-based Decision Making	2 / 3	67 %				
[illegible]ntegrated [illegible]tion	Fully Integrated Organizational Structure	Tier I Instruction for All	1 / [illegible]					
		Non-categorical Service Deli[illegible]		[illegible]	0 /6	0 %		
	Positive and Strong School Culture	Full Access for All [illegible]	0 / 3	0 %				
		Shared P[illegible]	2 / 3	67 %	3 /6	50 %	4 / 12	33 %
		[illegible]uresses	1 / 3	33 %				
Structure [illegible] Practice	LEA (e.g., District) Policy Framework	LEA (e.g., District) Links Initiatives	0 / 3	0 %	1 /6	44 %		
		LEA (e.g., District) Process for RBP	1 / 3	33 %				
SWIFT FIA Total			25 / 66				38%	

Summarized results can provide graphic display of total, core feature, and each SWIFT-FIA item scores. The figure below shows an example chart for improvement in the SWIFT-FIA total score across time.

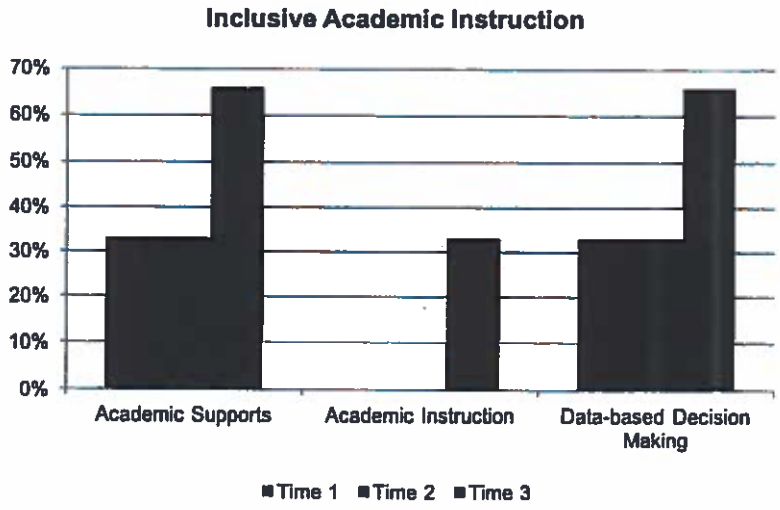


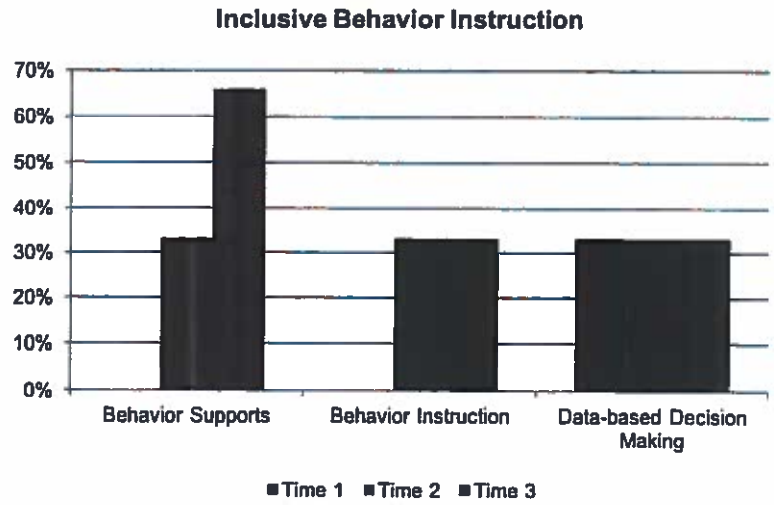
The figures below provide examples of the progress display on domains and core features across time.





The figure below provides an example of a progress bar for individual SWIFT-FIA items.





MTSS

LCAP and MTSS Alignment

		Conditions of Learning	Engagement	Pupil Outcomes
LCAP	**Local Control Accountability Plan** The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans.	Students are provided with safe and properly maintained schools. Teachers are fully credentialed to teach their subject area and students are provided with a broad course of study that help them develop critical thinking skills and prepare them to be civically engaged and college and career ready.	Students are provided with motivating programs, coursework and opportunities where they feel respected, included socially and emotionally and cared for both in and out of the classroom. Families, schools and communities work closely together to build a strong framework for student achievement.	Student achievement means improving outcomes for all students to ensure student success.
MTSS	**Multi-Tiered System of Support** An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.	All students regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency are provided with the most inclusive learning environment.	Families and community members are partners where they have options for meaningful involvement in students' education and in the life of the school and the school responds to family interests and involvement in a culturally responsive manner.	All students are provided with a continuum of services that address their academic, behavioral, social-emotional health and well-being needs.

Multi-tiered System of Support

Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide targeted interventions and supports
- Provide individualized interventions and supports
- Develop guidelines to implement curriculum with universal design for learning (UDL)

Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior support
- Provide targeted interventions and support
- Provide individualized interventions and support
- Provide comprehensive social emotional development support

All Means All

Administrative Leadership

Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations

Integrated Educational Framework

Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices

Family & Community Engagement

Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve

Inclusive Policy Structure & Practice

Strong LEA/School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

LEA Policy Framework

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and districts

Mendocino Unified School District
2017-18 Combined General Fund Budget Change Report
Apr 2018
Budget a/o 4/9/2018

REVENUES:		Budget View Mar Board Meeting	Budget View Apr Board Meeting	Change	Notes
REVENUE LIMIT SOURCES					
8011	State Aid - Current Year	$1,686,031	$1,686,031	$0	
8012	Education Protection Account	$93,400	$93,400	$0	
8021	Homeowners' Exemptions Tax	$44,000	$44,000	$0	
8022	Timber Yield Tax	$172,562	$172,562	$0	
8029	Other Subventions/In-Lieu Taxes	$0	$0	$0	
8041	Secured Roll Taxes	$4,863,840	$4,863,840	$0	
8042	Unsecured Taxes	$125,000	$125,000	$0	
8043	Prior Years' Taxes	$0	$0	$0	
8044	Supplemental Taxes	$0	$0	$0	
8091	Revenue Limit Transfers	-$75,000	-$75,000	$0	
Total Revenue Limit Sources		$6,909,833	$6,909,833	$0	
FEDERAL REVENUES					
8181	Special Education Entitlement	$90,678	$89,887	-$791	SELPA adj
8182	Discretionary Grants	$3,200	$3,200	$0	
8285	Interagency Contracts between LEAs	$0	$0	$0	
8290	All other Federal Revenue	$63,567	$63,567	$0	
Total Federal Revenues		$157,445	$156,654	-$791	
OTHER STATE REVENUES					
8311	Other St. Apportionments Current Yr.	$0	$0	$0	
8434	Class Size Reduction	$0	$0	$0	
8550	Mandated Cost Reimbursements	$87,717	$87,717	$0	
8560	State Lottery Revenue	$99,229	$99,229	$0	
8590	All Other State Revenue	$414,029	$418,379	$4,350	FEMA disaster relief (2016-17 storms)
Total Other State Revenues		$600,975	$605,325	$4,350	
OTHER LOCAL REVENUES					
8622	Non-Ad Valorem Taxes	$89,000	$89,000	$0	
8631	Sale of Equipment & Supplies	$1,000	$1,000	$0	
8650	Leases and Rentals	$16,700	$16,700	$0	
8660	Interest	$13,000	$13,000	$0	
8662	Net Increase in Fair Value Investment	$0	$0	$0	
8675	Transport. Fees from Individuals	$0	$0	$0	
8677	Transportation & Interagency Services	$83,222	$83,222	$0	
8689	Other Fees and Contracts	$3,903	$3,903	$0	
8699	All Other Local Revenue	$85,168	$88,666	$3,498	Presbyterian church donation, MUSE donation for every 15 minutes
8792	Transfer of Apportionment from COE	$354,782	$355,573	$791	SELPA adj
Total Other Local Revenues		$646,775	$651,064	$4,289	
TOTAL REVENUES		**$8,315,028**	**$8,322,876**	**$7,848**	

EXPENDITURES:		View Mar Board Meeting	View Apr Board Meeting	Change	
CERTIFICATED SALARIES					
1100	Teachers' Salaries	$2,629,868	$2,627,807	-$2,061	various personnel adj
1200	Pupil Support Salaries	$251,283	$251,283	$0	
1300	Supervisors' and Admin Salaries	$344,144	$344,144	$0	
1900	Other Certificated Salaries	$13,000	$13,000	$0	
Total Certificated Salaries		$3,238,295	$3,236,234	-$2,061	
CLASSIFIED SALARIES					
2100	Instructional Aides' Salaries	$352,923	$346,831	-$6,092	
2200	Support Salaries	$540,200	$540,200	$0	
2300	Supervisors' and Admin Salaries	$326,587	$326,587	$0	
2400	Clerical and Office Salaries	$414,058	$401,859	-$12,199	various personnel adj
2900	Other Classified Salaries	$27,170	$26,965	-$205	
Total Classified Salaries		$1,660,938	$1,642,442	-$18,496	
EMPLOYEE BENEFITS					
310X	STRS	$724,381	$724,184	-$197	various personnel adj
320X	PERS	$245,503	$242,522	-$2,981	various personnel adj
33XX	OASDI/Medicare	$183,916	$182,309	-$1,607	various personnel adj
340X	Health & Welfare Benefits	$904,463	$901,242	-$3,221	
350X	Unemployment Insurance	$2,439	$2,428	-$11	
360X	Workers' Compensation	$167,711	$166,953	-$758	various personnel adj
370X	Other Post-Employment Benefits	$58,373	$58,373	$0	
390X	Other Benefits (Ret. Inc. & Board bene.)	$33,900	$33,900	$0	
Total Employee Benefits		$2,320,686	$2,311,911	-$8,775	
BOOKS AND SUPPLIES					
4100	Approved Textbooks & Core Materials	$0	$0	$0	
4200	Books & Other Reference Materials	$46,186	$46,186	$0	
4300	Materials and Supplies	$291,779	$295,277	$3,498	donation expends
4400	Noncapitalized Equipment	$35,022	$35,022	$0	
Total Books and Supplies		$372,987	$376,484	$3,498	
SERVICES, OTHER OPERATING EXPENSES					
5100	Subagreements for Services	$35,000	$35,000	$0	
5200	Travel & Conference	$45,543	$45,543	$0	
5300	Dues and Memberships	$17,850	$17,850	$0	
5450	Insurance	$71,297	$71,297	$0	
5500	Operation & Housekeeping Services	$211,453	$211,453	$0	
5600	Rentals, Leases, Repairs, Improvmts	$29,700	$29,700	$0	
5800	Consulting Svcs and Op Expenses	$412,779	$412,779	$0	
5900	Communications	$33,890	$33,890	$0	
Total Services and Other Operating Expenses		$857,512	$857,512	$0	
CAPITAL OUTLAY					
6400	Equipment / Equipment Replacement	$0	$0	$0	
Total Capital Outlay		$0	$0	$0	
OTHER OUTGO					
Total Other Outgo		$0	$0	$0	
TOTAL EXPENDITURES		**$8,450,417**	**$8,424,583**	**-$25,834**	
OTHER FINANCING SOURCES AND USES					
8919	Transfer In from MCN Fund	$40,000	$40,000	$0	
7350	Transfer indirect costs - Interfund	$6,000	$6,000	$0	
7616	Transfer Out to Cafeteria Fund	-$95,654	-$95,654	$0	
7619	Transfer Out to State Preschool Fund	-$34,665	-$34,665	$0	
7619	Transfer Out to MCN - telecom	-$8,638	-$8,638	$0	
TOT. OTHER FINANCING SOURCES & USES		**-$92,957**	**-$92,957**	**$0**	
NET INCREASE (DECR) IN FUND BALANCE		**-$228,346**	**-$194,664**	**$33,682**	

		View Mar Board Meeting	View Apr Board Meeting	Change
FUND BALANCE, RESERVES				
Beginning Fund Balance		$2,613,677	$2,613,677	$0
Ending Fund Balance		$2,385,330	$2,419,012	$33,682
COMPONENTS OF ENDING FUND BALANCE				
7911	Revolving Cash	$10,000	$10,000	$0
7970	Designated for Econ Uncertainty	$343,000	$343,000	$0
7980	Other Designations:			
	Every 15 minutes/other gifts--sites	$763	$763	$0
	Tech carryforward	$5,000	$5,000	$0
	Text carryforward	$20,000	$20,000	$0
	Educator Effectiveness	$0	$0	$0
	Prop 39	$0	$0	$0
	College Readiness Yr 2-3	$25,000	$25,000	$0
	SUMS grant Yr 2-3	$8,000	$8,000	$0
7990	**General (Undesignated) Reserve**	**$1,973,568**	**$2,007,250**	**$33,682**

KEY TRANSFERS IMPACTING THE GENERAL FUND UNALLOCATED RESERVE:

180048	personnel adjustments --late column move, add ed increment	$281
180050	adjust for instructional aide posiiton vacancies	$4,788
180051	Add FEMA revenue, local donations	$4,350
180052-53	personnel adjustments --late column move, DO staffing reduction, aide vacancy	$24,263
	Total	$33,682

MENDOCINO COMMUNITY NETWORK
UNAUDITED STATEMENT OF FUND NET POSITION WITH GASB 68 ADJUSTMENTS SEPARATED
FEBRUARY 28, 2018 WITH COMPARATIVE TOTALS AS OF JUNE 30, 2017

	February 28, 2018	June 30, 2017
ASSETS		
Current Assets:		
Cash and Investments	$ 254,109	$ 215,073
Accounts Receivable	26,754	26,200
Prepaid Expense	0	
Total Current Assets	280,863	241,273
Noncurrent Assets:		
Capital assets net of accumulated depreciation	44,401	27,047
Total Assets	$ 325,264	$ 268,320
LIABILITIES		
Current Liabilities:		
Accounts Payable	16,134	11,551
Unearned Revenues	18,455	16,374
Capital Leases, current portion	25,054	0
Total Current Liabilities	59,643	27,925
Non Current Liabilities		
Compensated absences	21,488	21,488
Total non-current liabilities	21,488	21,488
Total Liabilities	81,131	49,413
POSITION		
Net investment in capital assets	19,346	27,047
Unrestricted	224,787	191,860
Total Net Position	$ 244,133	$ 218,907

GASB 68 Information (see notes on page 2)

Total GASB 68 entries at 6/30/17 per auditors	(647,609)
Total Net Postion with GASB 68 entries included	(403,476)

GASB 68 Notes

1. In October 2015, MCN's auditors completed the FY 14-15 audit report. In this report, MCN's statement of net fund position for both FY 13-14 and FY 14-15 were restated in order to reflect required changes under GASB 68 involving deferred penison liabilities which are required to be shown in audit financial statements when an enterprise fund is involved.
2. The changes resulted in a decrease of the fund position of $537,439 for FY 13-14. Further adjustments by the auditor reduced the change in FY 14-15 to a derease of $526,362 in the net fund assets .
3.The changes to the net fund position were recorded through a set of journal entries to the general ledger of fund 63 in categories 9490,9663,9690,and 9793 which were recorded in January of 2016 based on information provided by the auditors. All GASB 68 adjustments are beyond the technical skill of MCN staff and are wholly provided by the auditors.
4. Further adjustments to these categories were made by the district's new audit team in October of 2016 and September of 2017 resulting in an increase of the total of GASB pension adjustments to to $647,609
4. The auditor's recommendation to MCN staff is that GASB 68 liabilities should be separated out when presenting our unaudited monthly financials statements. GASB 68 entries do not represent an acutal amount owed to any entity. Per the auditor, separating them out will give a better view for MCN staff, MUSD staff and the MUSD Board make accurate judgements regarding MCN's fiscal position while at the same time representing the GASB 68

MENDOCINO COMMUNITY NETWORK
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET POSITION BASED ON AUDIT REPORT
(MINUS GASB ADJUSTMENTS)
FOR THE EIGHT MONTH PERIOD ENDING FEBRUARY 28, 2018
(WITH COMPARATIVE TOTALS FOR THE YEAR ENDED JUNE 30, 2017)

	Eight Month Period Ended February 28, 2018	Twelve Month Period Ended June 30, 2017
OPERATING REVENUES		
Charges for services	$ 1,413,230	$ 2,113,033
Other Revenues	0	376
Total operating revenues	1,413,230	2,113,409
OPERATING EXPENSES:		
Salaries and Benefits	468,128	795,332
Supplies and Materials	38,349	38,808
Professional Services	839,996	1,219,111
Depreciation	21,243	13,523
Total Operating Expenses	1,367,716	2,066,774
Operation Income/(loss)	45,514	46,635
Non Operating Revenues and (Donation)		
Interest Income	571	602
Transfers In	5,808	8,947
Donation to District	(26,667)	(40,000)
Total Non Operating Revenues/Expenses	(20,288)	(30,450)
CHANGE IN NET POSITION	25,226	16,185
Net Position Beginning	218,907	202,722
Net Position Ending	$ 244,133	$ 218,907

2017-18 Year-To-Date ADA by District of Residence

Month: 6

		MUSD	FB	PA	AV	Ukiah	Other	Totals	17-18 CBEDS (Oct.)	16-17 CBEDS (Oct.)
Albion	TK	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0
	K	1.60	0.00	0.00	0.00	0.00	0.00	1.60	2	0
	1	0.55	0.00	0.00	0.00	0.00	0.00	0.55	0	2
	2	0.97	0.00	0.00	0.00	0.00	0.00	0.97	1	4
	3	5.45	0.00	0.00	0.00	0.00	0.00	5.45	6	3
	Total	8.57	0.00	0.00	0.00	0.00	0.00	8.57	9	9
Comptche	TK	0.92	0.00	0.00	0.00	0.00	0.00	0.92	1	0
	K	1.88	0.00	0.00	0.00	0.00	0.00	1.88	2	1
	1	2.79	0.00	0.00	0.00	0.00	0.00	2.79	3	5
	2	2.80	0.00	0.00	0.00	0.00	0.00	2.80	3	4
	3	3.90	0.00	0.00	0.00	0.00	0.00	3.90	4	4
	Total	12.29	0.00	0.00	0.00	0.00	0.00	12.29	13	14
MK-8	TK	2.74	0.00	0.00	0.00	0.00	0.00	2.74	3	5
	K	19.48	1.81	0.00	0.00	0.00	0.00	21.29	24	22
	1	13.96	3.75	0.00	0.00	0.00	0.00	17.71	19	22
	2	23.55	0.94	0.00	0.00	0.00	0.00	24.49	25	20
	3	18.01	1.95	0.00	0.00	0.00	0.00	19.96	22	24
	4	28.90	4.84	0.00	0.00	0.00	0.00	33.74	36	43
	5	37.07	2.78	0.00	0.96	0.00	0.00	40.81	42	44
	6	36.61	6.69	0.86	1.99	0.00	0.00	46.15	48	40
	7	32.40	4.85	0.00	1.93	0.00	0.00	39.18	41	31
	8	27.86	3.82	0.00	0.00	0.00	0.00	31.68	33	36
	Total	240.58	31.43	0.86	4.88	0.00	0.00	277.75	293	287
MHS	9	33.07	6.78	0.99	1.00	0.00	0.00	41.84	44	42
	10	29.71	6.42	0.99	0.00	0.00	0.00	37.12	41	46
	11	33.06	5.72	1.00	1.90	0.00	0.00	41.68	46	48
	12	35.28	6.95	0.99	1.90	0.00	0.00	45.12	48	44
	Total	131.12	25.87	3.97	4.80	0.00	0.00	165.76	179	180
MAS (I.S.)	TK	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0
	K	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0
	1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0
	2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	1
	3	0.27	0.00	0.00	0.00	0.00	0.00	0.27	0	0
	4	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	2
	5	0.39	0.00	0.00	0.00	0.00	0.00	0.39	0	0
	6	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	1
	7	0.22	0.00	0.00	0.00	0.00	0.00	0.22	0	2
	8	1.92	0.00	0.00	0.00	0.00	0.00	1.92	2	2
	9	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	1
	10	0.46	0.00	0.00	0.00	0.00	0.00	0.46	0	1
	11	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	2
	12	1.00	0.00	0.00	0.00	0.00	0.00	1.00	1	1
	Total	4.26	0.00	0.00	0.00	0.00	0.00	4.26	3	13
SHS	9	0.04	0.00	0.00	0.00	0.00	0.00	0.04	0	0
	10	0.22	0.00	0.00	0.00	0.00	0.00	0.22	0	1
	11	2.52	1.43	0.00	0.00	0.00	0.00	3.95	6	6
	12	2.04	0.00	0.00	0.00	0.00	0.00	2.04	4	7
	Total	4.81	1.43	0.00	0.00	0.00	0.00	6.24	10	14
TOTAL		**401.63**	**58.73**	**4.83**	**9.68**	**0.00**	**0.00**	**474.87**	**507**	**517**

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3/23/18

2017-18 Total ADA by Attendance Month

ADA for each attendance month

		Mo. 1	Mo. 2	Mo. 3	Mo. 4	17-18 P-1	16-17 P-1	Mo. 5	Mo. 6	Mo. 7	17-18 P-2	16-17 P-2	Mo. 8	Mo. 9	Mo. 10	17-18 Annual	16-17 Annual
Albion	TK	0.00	0.00	0.00	0.00	0.00		0.00	0.00								
	K	1.63	1.68	1.67	1.69	1.69		1.64	1.60								
	1	0.00	0.18	0.39	0.43	0.43		0.53	0.55								
	2	1.00	1.00	0.98	0.99	0.99		0.99	0.97								
	3	5.79	5.82	5.53	5.53	5.53		5.43	5.45								
	Total	8.42	8.68	8.57	8.64	8.64	8.52	8.59	8.57			7.87					7.30
Comptche	TK	0.95	0.92	0.91	0.94	0.94		0.92	0.92								
	K	2.00	1.82	1.82	1.97	1.97		1.87	1.88								
	1	2.79	2.82	2.74	2.82	2.82		2.79	2.79								
	2	2.95	2.84	2.75	2.88	2.88		2.79	2.80								
	3	3.95	3.97	3.95	3.91	3.91		3.90	3.90								
	Total	12.64	12.37	12.17	12.52	12.52	13.43	12.27	12.29			13.10					13.30
MK-8	TK	3.16	2.89	2.79	2.79	2.79		2.71	2.74								
	K	22.21	21.92	21.52	21.46	21.46		21.11	21.29								
	1	17.90	18.16	17.96	17.86	17.86		17.71	17.71								
	2	24.27	23.90	23.91	24.14	24.14		24.29	24.49								
	3	20.74	20.50	20.24	20.08	20.08		19.88	19.96								
	4	34.74	34.87	34.63	34.77	34.77		33.96	33.74								
	5	39.63	39.71	39.57	39.67	39.67		40.43	40.81								
	6	46.68	46.37	46.25	46.35	46.35		46.31	46.15								
	7	38.90	39.00	39.23	39.19	39.19		39.10	39.18								
	8	33.06	32.13	31.63	31.49	31.49		31.60	31.68								
	Total	281.29	279.45	277.73	277.80	277.80	272.38	277.10	277.75			269.40					269.27
MHS	9	43.11	42.76	42.30	42.02	42.02		41.78	41.84								
	10	37.89	38.18	38.21	37.94	37.94		37.45	37.12								
	11	44.57	44.13	43.56	43.19	43.19		42.43	41.68								
	12	46.05	46.26	45.97	45.78	45.78		45.42	45.12								
	Total	171.62	171.33	170.04	168.93	168.93	170.29	167.08	165.76			167.98					167.27
MAS	TK	0.00	0.00	0.00	0.00	0.00		0.00	0.00								
	K	0.00	0.00	0.00	0.00	0.00		0.00	0.00								
	1	0.00	0.00	0.00	0.00	0.00		0.00	0.00								
	2	0.00	0.00	0.00	0.00	0.00		0.00	0.00								
	3	0.00	0.00	0.00	0.10	0.10		0.23	0.27								
	4	0.00	0.00	0.00	0.00	0.00		0.00	0.00								
	5	0.00	0.00	0.00	0.10	0.10		0.29	0.39								
	6	0.00	0.00	0.00	0.00	0.00		0.00	0.00								
	7	0.00	0.00	0.00	0.00	0.00		0.09	0.22								
	8	1.00	1.37	1.86	1.89	1.89		1.91	1.92								
	9	0.00	0.00	0.00	0.00	0.00		0.00	0.00								
	10	0.00	0.00	0.00	0.21	0.21		0.37	0.46								
	11	0.00	0.00	0.00	0.00	0.00		0.00	0.00								
	12	1.00	1.00	1.00	1.00	1.00		1.00	1.00								
	Total	2.00	2.37	2.86	3.30	3.30	12.23	3.89	4.26			12.37					12.78
SHS	9	0.00	0.00	0.00	0.00	0.00		0.04	0.04								
	10	0.00	0.00	0.00	0.00	0.00		0.12	0.22								
	11	4.77	5.02	4.58	4.30	4.30		4.08	3.95								
	12	2.74	2.62	2.31	2.18	2.18		2.07	2.04								
	Total	7.50	7.64	6.89	6.47	6.47	5.25	6.31	6.24			5.13					4.79
TOTAL ADA		**483.47**	**481.84**	**478.26**	**477.66**	**477.66**	**482.10**	**475.24**	**474.87**			**475.85**					**474.71**

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3/23/18

2017-18 Enrollment by District of Residence

Month: 6

		MUSD	FB	PA	AV	Ukiah	Other	17-18 Totals To Date	17-18 CBEDS (Oct.)	16-17 CBEDS (Oct.)
Albion	TK	0	0	0	0	0	0	0	0	0
	K	2	0	0	0	0	0	2	2	0
	1	1	0	0	0	0	0	1	0	2
	2	1	0	0	0	0	0	1	1	4
	3	6	0	0	0	0	0	6	6	3
	Total	10	0	0	0	0	0	10	9	9
Comptche	TK	1	0	0	0	0	0	1	1	0
	K	2	0	0	0	0	0	2	2	1
	1	3	0	0	0	0	0	3	3	5
	2	3	0	0	0	0	0	3	3	4
	3	4	0	0	0	0	0	4	4	4
	Total	13	0	0	0	0	0	13	13	14
MK-8	TK	3	0	0	0	0	0	3	3	5
	K	21	2	0	0	0	0	23	24	22
	1	15	4	0	0	0	0	19	19	22
	2	27	1	0	0	0	0	28	25	20
	3	19	2	0	0	0	0	21	22	24
	4	31	5	0	0	0	0	36	36	43
	5	43	3	0	1	0	0	47	42	44
	6	39	7	1	2	0	0	49	48	40
	7	35	5	0	2	0	0	42	41	31
	8	30	4	0	0	0	0	34	33	36
	Total	263	33	1	5	0	0	302	293	287
MHS	9	35	7	1	1	0	0	44	44	42
	10	30	7	1	0	0	0	38	41	46
	11	31	6	1	2	0	0	40	46	48
	12	38	7	1	2	0	0	48	48	44
	Total	134	27	4	5	0	0	170	179	180
MAS (I.S.)	TK	0	0	0	0	0	0	0	0	0
	K	0	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	1
	3	1	0	0	0	0	0	1	0	0
	4	0	0	0	0	0	0	0	0	2
	5	1	0	0	0	0	0	1	0	0
	6	0	0	0	0	0	0	0	0	1
	7	1	0	0	0	0	0	1	0	2
	8	2	0	0	0	0	0	2	2	2
	9	0	0	0	0	0	0	0	0	1
	10	1	0	0	0	0	0	1	0	1
	11	0	0	0	0	0	0	0	0	2
	12	0	0	0	0	0	0	0	1	1
	Total	6	0	0	0	0	0	6	3	13
SHS	9	0	0	0	0	0	0	0	0	0
	10	1	0	0	0	0	0	1	0	1
	11	6	1	0	0	0	0	7	6	6
	12	4	0	0	0	0	0	4	4	7
	Total	11	1	0	0	0	0	12	10	14
TOTAL		**437**	**61**	**5**	**10**	**0**	**0**	**513**	**507**	**517**

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3/23/18

2017-18 Total Enrollment by Attendance Month

		Mo. 1	Mo. 2	Mo. 3	Mo. 4	Mo. 5	Mo. 6	Mo. 7	Mo. 8	Mo. 9	Mo. 10	17-18 Annual Avg
Albion	TK	0	0	0	0	0	0					0
	K	2	2	2	2	2	2					2
	1	0	1	1	1	1	1					1
	2	1	1	1	1	1	1					1
	3	6	6	6	6	6	6					6
	Total	9	10	10	10	10	10					10
Comptche	TK	1	1	1	1	1	1					1
	K	2	2	2	2	2	2					2
	1	3	3	3	3	3	3					3
	2	3	3	3	3	3	3					3
	3	4	4	4	4	4	4					4
	Total	13	13	13	13	13	13					13
MK-8	TK	3	3	3	3	3	3					3
	K	24	25	23	23	24	23					24
	1	19	20	19	19	19	19					19
	2	25	25	26	27	28	28					27
	3	22	21	21	20	21	21					21
	4	36	36	37	36	37	36					36
	5	42	41	42	43	46	47					44
	6	47	48	49	47	49	49					48
	7	41	41	42	41	42	42					42
	8	34	32	32	34	34	34					33
	Total	293	292	294	293	303	302					296
MHS	9	44	43	43	44	44	44					44
	10	41	41	39	40	38	38					40
	11	46	45	44	43	40	40					43
	12	48	48	48	48	48	48					48
	Total	179	177	174	175	170	170					174
MAS	TK	0	0	0	0	0	0					0
	K	0	0	0	0	0	0					0
	1	0	0	0	0	0	0					0
	2	0	0	0	0	0	0					0
	3	0	0	0	1	1	1					1
	4	0	0	0	0	0	0					0
	5	0	0	0	1	1	1					1
	6	0	0	0	0	0	0					0
	7	0	0	0	0	1	1					0
	8	1	2	2	2	2	2					2
	9	0	0	0	0	0	0					0
	10	0	0	0	1	1	1					1
	11	0	0	0	0	0	0					0
	12	1	1	1	1	1	0					1
	Total	2	3	3	6	7	6					5
SHS	9	0	0	0	0	1	0					0
	10	0	0	0	0	1	1					0
	11	6	6	6	6	7	7					6
	12	4	4	3	3	4	4					4
	Total	10	10	9	9	13	12					11
TOTAL Enroll		**506**	**505**	**503**	**506**	**516**	**513**					**508**

mes
3/23/18

Mendocino Unified School District
Jason Morse, Superintendent
44141 Little Lake Road • PO Box 1154 • Mendocino, CA 95460
Phone: 707.937.5868 Fax: 707.937.0714 http://www.mendocinousd.org

March 12, 2018

Governing Board
MENDOCINO UNIFIED SCHOOL DISTRICT
P.O. Box 1154
44141 Little Lake Road
Mendocino, CA 95460

Members of the Board:

By previous correspondence I gave notice that pursuant to Section 44949(a) of the California Education Code I recommended that each of the certificated employees listed in Attachment "B" be notified that his/her services will be reduced or will not be required by the school district for the ensuing school year, 2018-19. Please be advised that such notice has been given to each employee listed in Attachment "B" as required by Education Code sections 44949 and 44955.

Sincerely,

District Superintendent

Enclosure: Attachment "B"

2240 Old River Road
Ukiah, CA 95482-6156

Ph. (707) 467-5001
Fax (707) 462-0379

WARREN GALLETTI
Superintendent of Schools

INTEGRITY CUSTOMER SERVICE ACCOUNTABILITY TEAMWORK INNOVATION **PASSION**

March 13, 2018

Jason Morse, Superintendent
Mendocino Unified School District
PO Box 1154
Mendocino, CA 95460

Dear Mr. Morse;

This letter serves as official notification of the successful completion of the Mendocino County Office of Education's Assignment Monitoring and Review process in your district for the 2017-2018 school year.

All potential misassignments identified in the letter dated February 15 have been rectified, and all assignments have been verified as meeting California assignment requirements via appropriate credential / certification authorizations, California Education Code or Title V Administrative Code options.

We appreciate the cooperation and professional manner in which Susan responded during this auditing process. Please thank her on our behalf.

Respectfully,

Samantha Travis

Samantha Travis
Human Resources / Credentials Analyst I

cc: Damon Dickinson, Interim Superintendent
Becky Jeffries, Assistant Superintendent
Susan Strom, MUSD

MENDOCINO GRAMMAR SCHOOL
STUDENT BODY ACCOUNT
2017-2018 MONTHLY SUMMARY
PERIOD: JANUARY 2018

	BALANCE	INCOME	EXPENSE	NEW BALANCE
KINDERGARDEN	15.10			15.10
1st GRADE	-34.89			-34.89
2nd GRADE	93.85			93.85
3rd GRADE	143.85			143.85
4-5 GRADES	18.21			18.21
COMPTCHE SCHOOL	1387.33		33.16	1354.17
GENERAL STUDENT BODY	1.61	0.07		1.68
MULTI-PURPOSE STAGE	55.78			55.78
TOTAL	1680.84	0.07	33.16	1647.75

MENDOCINO GRAMMAR SCHOOL
STUDENT BODY ACCOUNT
2017-2018 MONTHLY SUMMARY
PERIOD: FEBRUARY 2018

	BALANCE	INCOME	EXPENSE	NEW BALANCE
KINDERGARDEN	15.10			15.10
1st GRADE	-34.89			-34.89
2nd GRADE	93.85			93.85
3rd GRADE	143.85			143.85
4-5 GRADES	18.21			18.21
COMPTCHE SCHOOL	1354.17			1354.17
GENERAL STUDENT BODY	1.68	0.06		1.74
MULTI-PURPOSE STAGE	55.78			55.78
TOTAL	1647.75	0.06	0.00	1647.81

MENDOCINO GRAMMAR SCHOOL
STUDENT BODY ACCOUNT
2017-2018 MONTHLY SUMMARY
PERIOD: MARCH 2018

	BALANCE	INCOME	EXPENSE	NEW BALANCE
KINDERGARDEN	15.10			15.10
1st GRADE	-34.89			-34.89
2nd GRADE	93.85			93.85
3rd GRADE	143.85			143.85
4-5 GRADES	18.21			18.21
COMPTCHE SCHOOL	1354.17			1354.17
GENERAL STUDENT BODY	1.74	0.07		1.81
MULTI-PURPOSE STAGE	55.78			55.78
TOTAL	1647.81	0.07	0.00	1647.88

MENDOCINO MIDDLE SCHOOL
STUDENT BODY ACCOUNT
2016-2017 MONTHLY SUMMARY
PERIOD: JANUARY 2018

DESCRIPTION	Beginning Balance	Income	Expenses	Ending Balance
6-8 Art Field Trips	$635.00			$ 635.00
6-8 Boys Free Throw	$0.00			$ -
6-8 Girls Free Throw	$0.00			$ -
6th Grade Class	$118.32	$20.00		$ 138.32
6-8 Trips	$0.22			$ 0.22
7-8 Boy's BB	$493.91	$571.50	$571.15	$ 494.26
7-8 Girl's BB	$932.17	$571.50	$359.00	$ 1,144.67
7th Grade Class	$7,795.42			$ 7,795.42
8th Grade Class	$0.00			$ -
8th Grade Trip	$0.00			$ -
Art Fund	$5,715.14			$ 5,715.14
Athletics	$300.08			$ 300.08
Cooking Club	$0.00	$36.00		$ 36.00
Grad Dance	$233.70			$ 233.70
Maker Faire	$0.00			$ -
Outdoor Survival	$0.00			$ -
PE Fund	$0.00			$ -
School Supplies	$0.00			$ -
Science	$328.00		$52.29	$ 275.71
Student Council	$511.28	$1.21		$ 512.49
Volleyball	$2,697.61			$ 2,697.61
Woodlands Trip	$6,515.43	$703.00	$500.00	$ 6,718.43
Yearbook	$1,176.64			$ 1,176.64
Yearend Activities	$384.22		$144.42	$ 239.80
TOTAL	**$ 27,837.14**	**$1,903.21**	**$1,626.86**	**$ 28,113.49**

MENDOCINO MIDDLE SCHOOL
STUDENT BODY ACCOUNT
2016-2017 MONTHLY SUMMARY
PERIOD: FEBRUARY 2018

DESCRIPTION	Beginning Balance	Income	Expenses	Ending Balance
6-8 Art Field Trips	$ 635.00	$692.00		$ 1,327.00
6-8 Boys Free Throw	$ -			$ -
6-8 Girls Free Throw	$ -	$322.00		$ 322.00
6th Grade Class	$ 138.32			$ 138.32
6-8 Trips	$ 0.22			$ 0.22
7-8 Boy's BB	$ 494.26	$379.50		$ 873.76
7-8 Girl's BB	$ 1,144.67	$379.50	$168.98	$ 1,355.19
7th Grade Class	$ 7,795.42	$2,865.00		$ 10,660.42
8th Grade Class	$ -			$ -
8th Grade Trip	$ -			$ -
Art Fund	$ 5,715.14	$685.00		$ 6,400.14
Athletics	$ 300.08	$40.00		$ 340.08
Cooking Club	$ 36.00	$168.00		$ 204.00
Grad Dance	$ 233.70			$ 233.70
Maker Faire	$ -			$ -
Outdoor Survival	$ -			$ -
PE Fund	$ -			$ -
School Supplies	$ -			$ -
Science	$ 275.71			$ 275.71
Student Council	$ 512.49	$606.23	$635.49	$ 483.23
Volleyball	$ 2,697.61			$ 2,697.61
Woodlands Trip	$ 6,718.43	$696.00		$ 7,414.43
Yearbook	$ 1,176.64			$ 1,176.64
Yearend Activities	$ 239.80			$ 239.80
TOTAL	**$ 28,113.49**	**$6,833.23**	**$804.47**	**$ 34,142.25**

MENDOCINO MIDDLE SCHOOL
STUDENT BODY ACCOUNT
2016-2017 MONTHLY SUMMARY
PERIOD: MARCH 2018

DESCRIPTION	Beginning Balance	Income	Expenses	Ending Balance
6-8 Art Field Trips	$ 1,327.00			$ 1,327.00
6-8 Boys Free Throw	$ -			$ -
6-8 Girls Free Throw	$ 322.00			$ 322.00
6th Grade Class	$ 138.32			$ 138.32
6-8 Trips	$ 0.22			$ 0.22
7-8 Boy's BB	$ 873.76	$25.00	$669.96	$ 228.80
7-8 Girl's BB	$ 1,355.19		$669.96	$ 685.23
7th Grade Class	$ 10,660.42	$600.00		$ 11,260.42
8th Grade Class	$ -			$ -
8th Grade Trip	$ -			$ -
Art Fund	$ 6,400.14		$3,142.96	$ 3,257.18
Athletics	$ 340.08		$340.08	$ -
Cooking Club	$ 204.00			$ 204.00
Grad Dance	$ 233.70			$ 233.70
Maker Faire	$ -			$ -
Outdoor Survival	$ -			$ -
PE Fund	$ -			$ -
School Supplies	$ -	$66.00	$63.27	$ 2.73
Science	$ 275.71			$ 275.71
Student Council	$ 483.23	$1.45		$ 484.68
Volleyball	$ 2,697.61			$ 2,697.61
Woodlands Trip	$ 7,414.43	$250.00		$ 7,664.43
Yearbook	$ 1,176.64	$214.50		$ 1,391.14
Yearend Activities	$ 239.80	$64.54	$64.54	$ 239.80
TOTAL	$ 34,142.25	$1,221.49	$4,950.77	$ 30,412.97

MENDOCINO HIGH SCHOOL
STUDENT BODY ACCOUNT
2017 - 2018 MONTHLY SUMMARY
PERIOD: JANUARY 2018

	DESCRIPTION	Begin Balance	Income	Expenses	Ending Balance
GENERAL FUNDS					
	Athletic Travel/Requests	2304.07		1117.39	1186.68
	Athletics - Officials only	1191.00	1225.00		2416.00
	CTE Art	0.00			0.00
	CTE Culinary	230.00			230.00
	CTE Horticulture	0.00			0.00
	CTE Media	0.00			0.00
	CTE Woodshop	0.00	160.00		160.00
	Facilities (key dep)	308.05			308.05
	Library	96.20			96.20
	MCHS General	2744.95		223.36	2521.59
	MCHS Outdoor Leadership	61.72			61.72
	MCHS Yearbook	280.00			280.00
	PSAT/SAT workbooks	1102.00			1102.00
	Request (donations/interest)	216.19	1.59		217.78
	SONAR	1298.89			1298.89
	Store	160.33			160.33
	Student Council	625.13		406.74	218.39
	Youth Prevention	92.50			92.50
CLASSES					
	Class of 16	500.00			500.00
	Class of 17	1768.95		1768.95	0.00
	Class of 18	1231.08			1231.08
	Class of 19	1315.47		92.65	1222.82
	Class of 20	748.38			748.38
	Class of 21	-90.27			-90.27
FALL SPORTS					
	Boys Soccer	12.37	657.09		669.46
	Football	134.12			134.12
	Girls Soccer	-135.39	295.32		159.93
	Volleyball	535.77	1818.00		2353.77
WINTER SPORTS					
	Boys Basketball	683.15		100.00	583.15
	Girls Basketball	641.65			641.65
SPRING SPORTS					
	Baseball	500.00			500.00
	Golf	0.00			0.00
	Softball	367.73			367.73
	Tennis	241.90			241.90
	Track	0.00			0.00
CLUB					
	Amnesty	352.87			352.87
	Art Club	304.85			304.85
	Body Positive	0.00			0.00
	Cheese & Crochet	0.00			
	Chorus	*146.21*			*146.21*
	CSF	624.69			624.69
	Culinary	12.90			12.90
	Electronics	0.69			0.69
	Horticulture/Botany Club	437.54			437.54
	Improv club	932.99			932.99
	Interact Club-Activity	2537.30			2537.30
	Interact Club-Administrative	2715.52	15.00		2730.52
	Leadership	56.44			56.44
	Multi-Cultural Club	305.00			305.00
	Radio	527.19	500.00		1027.19
	Science Club	71.09			71.09
	S.E.A. Club	30.00			30.00

	Workability/Cardinal Express	146.41			146.41		
	Yearbook	2290.96		61.00	2229.96		
	Yoga Club	280.00			280.00		
A/E WEEK							
	AE WEEK Art Center	25.00			25.00		
	AE WEEK Ashland	509.95	650.00		1159.95		
	AE WEEK Back to the Land	-92.00			-92.00		
	AE WEEK Biking	0.01	50.00		50.01		
	AE WEEK Coastal Adventures	74.54			74.54		
	AE WEEK College Tours	401.42	25.00		426.42		
	AE WEEK Culinary	94.31			94.31		
	AE WEEK - déjà vu	100.00		98.15	1.85		
	AE WEEK Drivers Ed Class	0.00			0.00		
	AW WEEK E-Lab	0.00	25.00		25.00		
	AW WEEK Lifeguard	0.00			0.00		
	AE WEEK Media Film	846.83			846.83		
	AW WEEK Refresh	0.00	341.38	208.99	132.39		
	AE WEEK Rock Climbing	888.47			888.47		
	AW WEEK Volunteer Crew	0.00			0.00		
	AE WEEK Wind Surfing	798.88	25.00	25.00	798.88		
	AW WEEK Woodworking	0.00			0.00		
	AE WEEK Yosemite Institute	-1062.50	225.00		-837.50		36855.74
	AE WEEK Reserve	1421.09			1421.09		
TOTAL		34944.59	6013.38	4102.23	36855.74	DIF	0.00

MENDOCINO HIGH SCHOOL
STUDENT BODY ACCOUNT
2017 - 2018 MONTHLY SUMMARY
PERIOD: FEBRUARY 2018

	DESCRIPTION	Begin Balance	Income	Expenses	Ending Balance
GENERAL FUNDS					
	Athletic Travel/Requests	1186.68			1186.68
	Athletics - Officials only	2416.00	1291.00		3707.00
	CTE Art	0.00			0.00
	CTE Culinary	230.00			230.00
	CTE Horticulture	0.00			0.00
	CTE Media	0.00			0.00
	CTE Woodshop	160.00			160.00
	Facilities (key dep)	308.05			308.05
	Library	96.20			96.20
	MCHS General	2521.59	136.00	748.00	1909.59
	MCHS Outdoor Leadership	61.72			61.72
	MCHS Yearbook	280.00			280.00
	PSAT/SAT workbooks	1102.00			1102.00
	Request (donations/interest)	217.78	1.59		219.37
	SONAR	1298.89			1298.89
	Store	160.33			160.33
	Student Council	218.39			218.39
	Youth Prevention	92.50			92.50
CLASSES					
	Class of 16	500.00			500.00
	Class of 17	0.00			0.00
	Class of 18	1231.08			1231.08
	Class of 19	1222.82	340.77		1563.59
	Class of 20	748.38	365.00		1113.38
	Class of 21	-90.27			-90.27
FALL SPORTS					
	Boys Soccer	669.46			669.46
	Football	134.12			134.12
	Girls Soccer	159.93			159.93
	Volleyball	2353.77		230.00	2123.77
WINTER SPORTS					
	Boys Basketball	583.15			583.15
	Girls Basketball	641.65			641.65
SPRING SPORTS					
	Baseball	500.00			500.00
	Golf	0.00			0.00
	Softball	367.73			367.73
	Tennis	241.90			241.90
	Track	0.00			0.00
CLUB					
	Amnesty	352.87			352.87
	Art Club	304.85			304.85
	Body Positive	0.00	240.00	40.46	199.54
	Cheese & Crochet				
	Chorus	146.21			146.21
	CSF	624.69		139.00	485.69
	Culinary	12.90			12.90
	Electronics	0.69			0.69
	Horticulture/Botany Club	437.54			437.54
	Improv club	932.99	1140.25		2073.24
	Interact Club-Activity	2537.30	30.00		2567.30
	Interact Club-Administrative	2730.52			2730.52
	Leadership	56.44			56.44
	Multi-Cultural Club	305.00			305.00
	Radio	1027.19			1027.19
	Science Club	71.09			71.09
	S.E.A. Club	30.00			30.00
	Workability/Cardinal Express	146.41			146.41

	Yearbook	2229.96	516.00		2745.96		
	Yoga Club	280.00	20.00		300.00		
A/E WEEK							
	AE WEEK Art Center	25.00	300.00		325.00		
	AE WEEK Ashland	1159.95	1150.00	1905.00	404.95		
	AE WEEK Back to the Land	-92.00			-92.00		
	AE WEEK Biking	50.01	20.00		70.01		
	AE WEEK Coastal Adventures	74.54			74.54		
	AE WEEK College Tours	426.42	300.00		726.42		
	AE WEEK Culinary	94.31			94.31		
	AE WEEK - déjà vu	1.85			1.85		
	AE WEEK Drivers Ed Class	0.00	101.25		101.25		
	AW WEEK E-Lab	25.00			25.00		
	AW WEEK Lifeguard	0.00			0.00		
	AE WEEK Media Film	846.83			846.83		
	AW WEEK Refresh	132.39	406.00		538.39		
	AE WEEK Rock Climbing	888.47			888.47		
	AW WEEK Volunteer Crew	0.00			0.00		
	AE WEEK Wind Surfing	798.88	2000.00		2798.88		
	AW WEEK Woodworking	0.00			0.00		
	AE WEEK Yosemite Institute	-837.50	3879.80	10605.66	-7563.36		35551.28
	AE WEEK Reserve	1421.09	126.00		1547.09		
TOTAL		36855.74	12363.66	13668.12	35551.28	DIF	0.00

MENDOCINO HIGH SCHOOL
STUDENT BODY ACCOUNT
2017 - 2018 MONTHLY SUMMARY
PERIOD: MARCH 2018

	DESCRIPTION	Begin Balance	Income	Expenses	Ending Balance
GENERAL FUNDS					
	Athletic Travel/Requests	1186.68	635.00	812.27	1009.41
	Athletics - Officials only	3707.00			3707.00
	CTE Art	0.00			0.00
	CTE Culinary	230.00			230.00
	CTE Horticulture	0.00			0.00
	CTE Media	0.00			0.00
	CTE Woodshop	160.00			160.00
	Facilities (key dep)	308.05			308.05
	Library	96.20			96.20
	MCHS General	1909.59	40.00	60.00	1889.59
	MCHS Outdoor Leadership	61.72			61.72
	MCHS Yearbook	280.00			280.00
	PSAT/SAT workbooks	1102.00			1102.00
	Request (donations/interest)	219.37	1.75	198.63	22.49
	SONAR	1298.89			1298.89
	Store	160.33			160.33
	Student Council	218.39			218.39
	Youth Prevention	92.50			92.50
CLASSES					
	Class of 16	500.00			500.00
	Class of 17	0.00			0.00
	Class of 18	1231.08			1231.08
	Class of 19	1563.59		105.61	1457.98
	Class of 20	1113.38			1113.38
	Class of 21	-90.27			-90.27
FALL SPORTS					
	Boys Soccer	669.46			669.46
	Football	134.12			134.12
	Girls Soccer	159.93			159.93
	Volleyball	2123.77	230.00	865.00	1488.77
WINTER SPORTS					
	Boys Basketball	583.15			583.15
	Girls Basketball	641.65	470.08		1111.73
SPRING SPORTS					
	Baseball	500.00			500.00
	Golf	0.00			0.00
	Softball	367.73			367.73
	Tennis	241.90			241.90
	Track	0.00			0.00
CLUB					
	Amnesty	352.87			352.87
	Art Club	304.85			304.85
	Body Positive	199.54			199.54
	Cheese & Crochet				
	Chorus	*146.21*			*146.21*
	CSF	485.69	396.30		881.99

	Culinary	12.90	175.00		187.90
	Electronics	0.69			0.69
	Horticulture/Botany Club	437.54			437.54
	Improv club	2073.24	61.00	1461.08	673.16
	Interact Club-Activity	2567.30			2567.30
	Interact Club-Administrative	2730.52			2730.52
	Leadership	56.44			56.44
	Multi-Cultural Club	305.00			305.00
	Radio	1027.19			1027.19
	Science Club	71.09			71.09
	S.E.A. Club	30.00			30.00
	Workability/Cardinal Express	146.41			146.41
	Yearbook	2745.96	410.00	2400.00	755.96
	Yoga Club	300.00			300.00
A/E WEEK					
	AE WEEK Art Center	325.00	250.00		575.00
	AE WEEK Ashland	404.95	2260.00	930.72	1734.23
	AE WEEK Back to the Land	-92.00			-92.00
	AE WEEK Biking	70.01			70.01
	AE WEEK Coastal Adventures	74.54			74.54
	AE WEEK College Tours	726.42	825.00	3710.00	-2158.58
	AE WEEK Culinary	94.31			94.31
	AE WEEK - déjà vu	1.85			1.85
	AE WEEK Drivers Ed Class	101.25	200.00		301.25
	AW WEEK E-Lab	25.00			25.00
	AW WEEK Lifeguard	0.00			0.00
	AE WEEK Media Film	846.83			846.83
	AW WEEK Refresh	538.39		1363.70	-825.31
	AE WEEK Rock Climbing	888.47			888.47
	AW WEEK Volunteer Crew	0.00			0.00
	AE WEEK Wind Surfing	2798.88	250.00	2040.00	1008.88
	AW WEEK Woodworking	0.00			0.00
	AE WEEK Yosemite Institute	-7563.36	1270.00		-6293.36
	AE WEEK Reserve	1547.09	33.30		1580.39
TOTAL		35551.28	7507.43	13947.01	29111.70

THE COMMUNITY FOUNDATION OF MENDOCINO COUNTY

204 South Oak Street
Ukiah, California 95482
PHONE: 707-468-9882
FAX: 707-468-5529
EMAIL: info@communityfound.org
WEBSITE: www.communityfound.org

March 16, 2018

Anna Levy
Mendocino Unified School District
PO Box 1154
Mendocino, CA 95460-1154

Dear Anna:

At its March meeting, the Board of Directors of the Community Foundation of Mendocino County awarded a grant in the amount of $9,000.00 to Mendocino Unified School District. These funds are intended for the Youth Mental Health First Aid for the North Coast training.

This grant is made possible through contributions of private individuals to the Community Endowment Fund.

Your signature on the enclosed Grant Terms forms the contract between the Mendocino Unified School District and The Community Foundation of Mendocino County. Please read the document carefully since it outlines the conditions of the grant and its reporting and publicity requirements. Retain the copy and return the original to our office at your earliest convenience, and no later than April 16th, 2018.

If possible, our Board members and Regional Advisors would like to present your grant check in person at a local check reception. The dates and locations are as follows:

- **Ukiah Valley**: Wednesday, **April 25th**, 5:00 pm, Community Foundation of Mendocino County
- **Willits:** Wednesday, **May 2nd** 5:00 pm Willits Community Theater
- **Laytonville, Round Valley**: Friday, **May 4th**, 12:00 pm, Harwood Hall
- **North Coast**: Wednesday, **May 16th**, 5:00 pm, Silver's on the Wharf
- **South Coast**: Friday, **May 18th**, 2:30 pm, Arena Theater
- **Anderson Valley**: Wednesday, **May 23rd** 5:00 pm, The Madrones near Philo

Please encourage a few of your board members to attend and let us know the final count from your organization ASAP, and no later than April 13th. When we present the grant checks, we will ask you to share a quick (5 minutes) presentation of your grant project.

The Community Foundation appreciates the important contribution the Mendocino Unified School District makes in the lives of Mendocino County residents. Please keep it up!

Warmly,

Holly Madrigal
Program Officer

COPY

The Community Foundation of Mendocino County
GRANT AGREEMENT FOR COMPETITIVE GRANTS
Grant Date: 3/15/2018
Grant Term: 3/15/2018 - 3/15/2019

By acceptance of this grant for the purpose of **training for two staff members of the Mendocino Unified School District to become Youth Mental Health First Aid instructors, who will then train school staff and community members to recognize and respond to mental health needs**, the undersigned agrees to the following grant terms and conditions:

1. To use the grant funds fully for charitable purposes;
2. To inform the Foundation immediately in writing if there is any change to: (a) the intended use of the grant funds; (b) the Grantee's legal or tax status; (c) the Grantee's executive or key staff responsible for achieving the grant purposes; (d) the Grantee's ability to expend the grant for the intended purpose; and (e) any expenditure from this grant for any purpose other than those for which the grant was intended.
3. To return to the Foundation any unexpended grant funds if the Foundation, in its sole discretion, determines the Grantee has not performed in accordance with these terms and conditions including, but not limited to, not completing the work of the grant in substantial compliance with the Grantee's application, or in the event of any change in or challenge by the IRS of your status as a "public charity,"
4. To allow the Foundation to include information about this grant in the Foundation's periodic public reports, newsletter, news releases, social media postings, and on the Foundation's website.

The Grantee also agrees that it may **not** use any of its grant funds:

1. For political contributions or to support political campaigns or lobbying;
2. To influence the outcome of or participate in any public election or to carry on, directly or indirectly, any voter registration drive;
3. For purposes other than those which are religious, charitable, scientific, literary, or educational within the meaning of Section 170 (c)(2)(B) of the Internal Revenue Code;
4. For purposes other than those stated in the grant award.

As a Grantee of The Community Foundation of Mendocino County, you will be asked to complete a Final Grant Report by April 26, 2019. To complete the report, go to: https://www.GrantRequest.com/SID_2295?SA=AM.

Please acknowledge the support provided by the Community Foundation of Mendocino County in marketing materials, brochures, event programs or other publications directly related to this grant. The Community Foundation would also appreciate it if the Grantee would acknowledge the Community Foundation on its website (with a link to www.communityfound.org embedded in the text). When practical, the Community Foundation would also like to be verbally acknowledged at public events made possible through this grant.

To acknowledge the receipt and understanding of the above, and to receive the grant award, please sign the enclosed copy of this letter and return it to the Community Foundation by April 16th, 2018. Please do not hesitate to call the office with any questions.

To be completed by Organization representatives:

Organization: **Mendocino Unified School District**

Name, Title: _____

Signature: _____ Date: _____

The Community Foundation of Mendocino County
204 South Oak Street, Ukiah, CA 95482
Phone: 707-468-9882 FAX: 707-468-5529

Mendocino Unified School District

PROCLAMATION 2018-02

WHEREAS, AN EDUCATED CITIZENRY SERVES AS THE FOUNDATION OF OUR DEMOCRACY; AND

WHEREAS, TODAY'S SCHOOL EMPLOYEES SUPPORT THE PUBLIC EDUCATION SYSTEM FROM MOLDING THE MINDS AND TRAINING THE WORKFORCE OF THE FUTURE, TO PROVIDING SAFE TRANSPORTATION, HEALTHY NUTRITION, SAFETY AND MAINTENANCE OF BUILDINGS AND PROPERTY; AND

WHEREAS, NO OTHER PROFESSION TOUCHES AS MANY PEOPLE WITH SUCH A LASTING EFFECT; AND

WHEREAS, A GOOD EDUCATION GROWS IN VALUE AND PAYS DIVIDENDS FAR BEYOND THE CLASSROOM; AND

WHEREAS, EXCELLENCE IN OUR STATE BEGINS WITH CALIFORNIA'S SCHOOL EMPLOYEES;

THEREFORE, IT IS PROCLAIMED THAT, THE GOVERNING BOARD FOR THE MENDOCINO UNIFIED SCHOOL DISTRICT RECOGNIZES AND WISHES TO HONOR THE CONTRIBUTION OF ALL OUR EMPLOYEES TO QUALITY EDUCATION IN THE STATE OF CALIFORNIA AND THE MENDOCINO UNIFIED SCHOOL DISTRICT, AND DOES HEREBY PROCLAIM

THE WEEK OF MAY 14-18, 2018
TO BE THE WEEK OFTHE MUSD SCHOOL EMPLOYEE

PASSED AND ADOPTED by the Board of Trustees of the Mendocino Unified School District this 19th day of April, 2018 by the following vote:

AYES: _____
NOES: _____
ABSENT: _____

IN WITNESS WHEREOF, this instrument has been duly signed and sealed as of the 19th day of April, 2018

MENDOCINO UNIFIED SCHOOL DISTRICT
LEARN. EXPLORE. CREATE.

_____
Michael Schaeffer, President
Mendocino Unified School District