

**22-23 LCAP**

**Annual Update Presentation  
6/16/22**

# Looking Back

1. **13 Joint Study Sessions between WCA and SMCSJ Joint Boards**
2. **June 2021 Budget Adoption**
3. **WCA MOU July 2, 2021**
4. **December 2021 First Interim**
5. **January 2022 Budget Advisory Committee formed**
6. **March 2022 Second Interim**
7. **8 Budget Advisory Committee Meetings**
8. **LCAP Survey**
9. **September 21 & November 21 Committe Meetings April and May 2022  
Town Hall Meeting, June 2022 LCAP Committee Meeting**



# LCAP Goals

## Goals

1. Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, and staff, providing well maintained facilities and equipment, and standards aligned instructional materials and resources in a fiscally responsible manner.
2. Increase achievement for all students and accelerate outcomes for English language learners, low income students and other target groups to close achievement gaps
3. Provide a broad course of study to ensure that all students are prepared for academic and social emotional success in high school and for successful citizenship in the 21<sup>st</sup> century
4. Ensure a safe, healthy and respectful community school environment including coming and going to school, remove to barriers educational & life opportunities and increase engagement, involvement and satisfaction of students, parents and community members.



# Liberation is our Goal

Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world. – Harriet Tubman



# Annual Update 21-22 & LCAP 22-23

- The Three year LCAP is an aspirational document and the goal is to implement the whole plan by the 23-24 school year. It is a living document and can change year over year based on the contextual reality of budgets, things like global pandemics or local natural disasters, as well as the reality of the job market.
- This annual updates looks back at the 21-22 school year
- This document also looks forward to our 22-23 LCAP
- It is a new template it combines the annual update for 21-22 and the 22-23 LCAP
- It introduces four aspects to the update whether an action is : continued, discontinued, modified, or new.
- The document includes the supplement to the annual update for 21-22 and the LCFF Budget Overview for parents



# Introduction

The Sausalito Marin City School District (SMCSD) is a small school district in southern Marin County that serves students in grades TK-8. SMCSD will serve a single unified school on two campuses with projected enrollment of 350 students. The majority of our students are residents of Marin City and Sausalito, the district has a long history of deep partnerships with the Sausalito City Council, the Marin City Community Services District and other local governmental agencies and nonprofits that serve our community. Our students are 20% African American 26% Latinx, and 39% White & and 12% Asian/Filipino



## **Core values**

**Inclusive: We are curious, open minded, generous, humble and empathetic.**

**Optimistic: We are hopeful, proactive, resilient and creative.**

**Collaborative : We are flexible and committed to teamwork.**

**Making a Difference: We are dedicated to achieving transformative outcomes.**

**Accountable: We are ethical, dependable and trustworthy.**



# Mission

## We exist to:

**Instill a love of learning in our children and support them to be curious and flexible thinkers, confident in their individuality, their community, and their ability to create a safer and more just world.**





# Vision

We are a/an:

- ❖ Arts integrated and project based learning focused
- ❖ Community school that is focused on integrating multiple community partnerships to improve the health and well-being of our students and families in support of improved academic and life outcomes.
- ❖ Parents/Guardians and community members are volunteers, teachers, leaders and advocates for a quality education for their students in the areas of:
  - academic tutoring
  - community engagement.
- ❖ Several staff members are parents/guardians and community members ranging from Student Success Coaches (classroom aides) to academic, arts, and music teachers.
- ❖ Community members are leaders of community based organizations, athletic coaches, and mentors who are graduates of SMCS D and are invested in long-term student success.
- ❖ SMCS D serves students, parents/guardians and the larger community with access to a quality learning experience, health and wellness, capacity development, and college and career readiness.



# Vision

- ❖ We received the first desegregation order in 50 years California, as a remedy for students affected by segregation we created:
  - Joseph James scholarship program
  - Compass Prep College and Career counseling program
  - Compliance with all other requirements of the settlement agreement with the Attorney General have been accomplished no update to the AG for 5 years.
- ❖ Successful unification of the schools in our district and family retention of current in district families is also key to our vision and desegregation.
- ❖ We have made significant progress in this area and unified in the 21-22 school year.
- ❖ Unifying our schools and our community comes with a deep commitment to justice, equity, diversity, and inclusion and ensuring that all families in our community find a sense of belonging.



# Successes

Recognized by the state with a Pivotal Practice Award in 2022 for the work we did last year in the 20-21 school year.

Lessons learned last year helped us weather the effects of both the delta and omicron surges in the 21-22 school year. Our decision to staff up this year, to support unification and Covid operation while ultimately painful due to the need to reduce staff, meant that we were able to successfully operate school again for 180 in person days, with no ruled in school covid transmissions, no school closures, and no shift to remote learning



# Successes

Small class sizes of 17 : 1 in K-5 and 24:1 in 6-8.

Full time art, music, intervention, instructional coaching, PE and part time Garden teachers and delivered a robust after school program for most of the 21-22 year.

Cycles of continuous improvement

School culture and climate team has been hard at work developing PBIS systems and structures

Instructional Leadership Team has built capacity to do cycle of inquiry work, created aims and drivers and a theory of action,

P-3 alignment work was another success of this school year and positioned us well to be awarded a state child care contract.



# Successes

Continuing our community school model in order to remove barriers to opportunity for many families who experience high trauma, and with a concerted focus on systems, structures, programs, and teams focused on school culture and climate makes this both a success and identified need.

There was no need to involve law enforcement to support behavior this year.

The district was the only school in Marin that was awarded a community school implementation grant, with at least \$150,000 per year for the next five years pending a review by our fiscal team



# Identified Need

The greatest areas of need from the data targeted for significant improvement by this plan are for:

English Language Learners  
Students with Special Needs  
All students particularly in Mathematics

The number of students meeting or exceeding standards in both ELA and Math declined approximately 3%, lower learning loss levels than the state average.

This data only accounts for students from one school as the charter didn't take CAASPP last year.

Steps to address the identified needs in these areas include: a .6 FTE ELD teacher, professional learning, curriculum adoption, and intervention programs.

Supporting stakeholders to process Covid 19 trauma experienced in our community and to transition fully back to in person learning in a safe and inclusive way is another important area of need addressed by: expanded partnerships and mental health support; and our school



# Identified Need

School culture and climate team developing schoolwide positive behavior expectations.

Expanded partnership with Marin City Health and Wellness clinic to provide long term mental health care

Marin County Behavioral Health Services to expand our school based social work program from 1 full time social work intern, and 2 counseling interns to a full time licensed social worker, and 1 full time social work intern, recruiting and retaining candidates is key.

Restored relationship with Dominican college for nursing interns.

Restoring our Community School director and recruiting and retaining a candidate, and launching a Family Engagement Network with pending funds from the Community schools grant are steps to improve engagement, another area of identified need.

The need for training on inclusive practices is another identified area of need.



# 22-23 LCAP Highlights

1. **Community School model, online community school website, mobile app, MOU with Marin County Cooperation Team ( MCCT).**
  - a. **MCCT is a community responsive point of access, via a website and a mobile app that allows for any community member that needs to access services in the areas of: the provision of comprehensive support services and resources in the areas of family needs, senior and disability support, the arts, education, career readiness, mental health, wellness, crisis care and civic and community engagement by utilizing a highly organized network of community based organizations in partnership with local, state and federal agencies to create an increase in health, wellness, educational outcomes, and economic opportunities for the people we serve.**
2. **Teacher of Color Pipeline: Culturally Responsive Educator Equity Development Program (CREED) a. Diversifying our teaching force and ensuring the highest quality teachers for our students,**
3. **Measure P Capital Projects**
  - a. **New field on Marin City Campus**
  - b. **New elementary school on Sausalito campus**
4. **Instructional Leadership Teams a. Improve instructional coherence and standards aligned instruction across grade levels and subjects to improve equity, school culture and climate, and academic outcomes, continues our focus on instructional coaching and intervention for all teachers and students by resourcing two instructional coaching positions**
5. **School Culture and Climate Team PBIS implementation**
  - a. **Focus on Behavior Management**
  - b. **School Culture and Climate Surveys**
6. **Focus on Mental Health and Well being supports**
  - a. **Marin County Behavioral Health Services- Social Workers in the Schoolhouse**
  - b. **Marin City Health and Wellness Clinic- Intensive Mental Health services for students and families.**
7. **PreK-3 Alignment: Collaboration, professional learning, assessment**
8. **Focus on English Learners: Dedicated ELD position, Block ELD leveled by ELPAC level**
9. **Focus on Inclusive Practices, professional learning 2 PD days, onsite coaching for implementation 10 hours, curriculum and consultation for teachers and Student Success coaches.**





# **GOAL 1**

**Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, and staff, providing well maintained facilities and equipment, and standards aligned instructional materials and resources in a fiscally responsible manner.**



# Goal 1: Action Steps

1. Recruit and retain highly qualified, highly effective teachers; and teachers of color from credential partners, provide an on ramp to current staff and community members eligible to pursue teaching credentials, and to create a pathway for SMCSD students to become teachers and come back and teach in SMCSD. **Modified: Increased allocation to MPP based on Community Schools Grant award**

2. Select Projects to be developed under measure P- Continued

3. Create Budget Advisory Committee- Continued

4. Develop and deepen Instructional Leadership Team- Continued

2 instructional coaches both site Principals 1 resource teacher 1 6th grade teacher and 2 single subject middle school teachers.



# Goal 1 Sub Actions

## Sub-action:

**A. Contract with E3 & Marin Promise Partnership to coordinate and support Culturally Responsive Educational Equity Development (CREED) Program.**

**B. Create a teacher Residency program with one or multiple credential partners**

**A. Extra duty or Sub Coverage**

**B. Materials & Supplies**

**C. Technical Assistance**



## **Goal 2:**

**Increase achievement for all students and accelerate outcomes for English language learners, low income students and other target groups to close achievement gaps**



# Goal 2 Action Steps

1. Hire one instructional coach for Pre-K -3 Alignment-Continued; Provide intervention teacher/instructional coaches for increased learning opportunities in ELA and Math- **Modified**
2. **Early Intervention provided by Coaches- Modified- in 21-22 no push in intervention occurred only pull out. In 22-23 Intervention teacher position unfilled due to budget reductions push in and pull out intervention will not be performed by certificated teachers**
3. **Accelerated Instruction- Modified- in 21-22 no push in intervention occurred only pull out. In 22-23 Intervention teacher position unfilled due to budget reductions push in and pull out intervention will not be performed by certificated teachers**
4. Staff training on Adopted ELD Programs Kindergarten-5th grade English Language Development Curriculum Benchmark Advance; ILIT 6-8 and Glad Strategies- Continued
5. English Learners -Create Block ELD Intervention, Revise and adopt new English Learner reclassification process - Continued
6. Students with Disabilities. Provide Special Education inclusion program- **Modified focus on inclusive practice 3 resource teachers and 1 SSC to support full inclusion.**
7. Professional Learning Implement a Culturally & Linguistically Responsive Pedagogy- **Modified reduced contracts with Center for Culturally Responsive Teaching and learning, and Dr. Lori A Watson**
8. Develop steps to address Learning Loss Mitigation for Summer 2021- Continued for Summer 2022
9. Create a structure and opportunities to improve Mental Health and Wellbeing Modified Partner with Marin Health and Human Services to provide 1 counselor and 2 counseling interns. Provide supervision for counseling interns - shift to 1 licensed and one intern position
10. Direct Classroom support- 6 SSC positions



# Goal 2 Sub Action Steps

- A. ~~ELA Intervention/Coach K-8~~ Position unfilled in 22-23 School year, shifted to Intervention only in 21-22 school year. Modified
- B. ~~Math Intervention/Coach K-8~~ Position shifted to 6-8 .8 FTE Instructional Coach Phillips campus, Position is filled for 22-23- Modified
- C. Instructional Coach for PK-3
- D. Purchase Benchmark Advance (ELD core Curriculum)
- E. 3 Resource Specialist Teachers to support Full Inclusion + one SDC
- F. Hire 8 New Student Success Coaches (0.8125) to support Full Inclusion-delivered in 21-22 - Dependent on Funding 22-23- Discontinued
- G. Contract with Center For Culturally Responsive Teaching and Learning for professional development for both certificated and classified staff- Dependent on Funding- Modified Reduced service
- H. Contract with Dr. Lori A Watson for professional development- delivered in 21-22 - Dependent on Funding 22-23- Modified Reduced service
- I. Provide Summer Learning Program for 19 days- Modified- longer program 34 days



# Goal 2 Sub Actions Steps cont'd

- J. Provide Extended School Year Program for students with special needs for 19 days- Continued
- K. Provide Summer Bridge for incoming Transitional Kindergarten and Kindergarten students for 19 days- Continued
- L. Provide both onsite and curbside Summer Feeding for all community summer programs onsite and offsite-**delivered in 21-22 - Continued in 22-23- Seamless a i**
- M. Develop a K-2 Summer Program in partnership with Bridge The Gap, Play Marin, Marin City Community Services District - **Modified K-8 program**
- N. Provide coordination and support for community based summer programs for both onsite and offsite programs- Continued
- O. Provide an PEACE Afterschool Program care from 3:00- 6:00 pm that is arts and athletics enriched and provides academic support- Continued
- P. Provide financial support for the Freedom School Summer Program- **Modified summer support for all shared costs between summer program providers**



# Summer Programs

Extended School Year SummerBridge - rising TK and K Summer Feeding for all community summer programs K-2 Summer Program in partnership with Bridge the Gap, Play Marin, Marin City Community Services District Coordination and support for community based summer programs. Financial support for Freedom School Modified-

Summer 2021 we spent \$68,000 on summer programming- Planned expenditure was \$168,000

Summer 22-23 will be a partnership between Bridge the Gap, Play Marin, Hannah project and MCCSD. K-8.

## 21-22 Expenditures

Extended School Year - \$10,000 in 2021

SummerBridge - rising TK and K- 18,000 in 2021

Summer Feeding for all community summer programs

K-2 Summer Program in partnership with Bridge the Gap, Play Marin, Marin City Community Services District \$12, 500- play marin

Coordination and support for community based summer programs \$10,000

Financial support for Freedom School \$12, 500-





## Goal 2 Sub Action Steps cont'd

Q. Partner with Marin Health and Human Services to provide 1 school based clinician and 2 counseling interns. **Delivered in 21-22, Modified and Expanded to 1 Fully licensed social worker and one intern for 22-23 fully funded by Marin County Public Health**

R. Provide a contract for supervision for counseling interns **Delivered in 21-22- discontinued in 22-23**

S. Partner with Marin City Health & Wellness clinic to provide mental health services to students and families most severely impacted by Covid 19 trauma and needing support to transition back to regular life



# Goal 3

**Provide a broad course of study to ensure that all students are prepared for academic and social emotional success in high school and for successful citizenship in the 21<sup>st</sup> century**



# Goal 3 Action Steps

**1. Provide opportunity for teacher planning and collaboration time to develop Six Pillars of curriculum in order to develop units and lessons focused on:**

**A. Indigenous Wisdom/Climate Justice**

**B. Global Connectedness**

**C. The Arts**

**D. Technology and Technical Arts.**

**E. Social Justice & Healing**

**F. Cultural Studies**

**Continued**

**2. Create and implement the District Science Technology Engineering Art and Math (STEAM) Program**

**Not delivered in 21-22**

**A. Provide Professional Development - with Teacher release and training**

**B. Contract with expert for training**



# Goal 3 Actions Steps cont'd

3. Hire World Language Teacher (1.0)-  
**Delivered in 21-22 - Unfilled Position in 22-23- Shifted to .6 ELD Position- Modified**
4. Hire Art Teacher (1.3)- **Delivered 21-22  
Reduced .3 FTE 22-23- 22-23- Modified 1.0  
FTE Art**
5. Hire Music Teacher (1.3)**Delivered 21-22  
Reduced .3 FTE 22-23, Unfilled in 22-23 -  
Discontinued**
6. Launch PEACE Afterschool Program -  
Continued
7. Garden Education Contractor- **Delivered  
21-22- Discontinued 22-23**



# Goal 3 Sub Action Steps

C. PEACE Director (.6)

D. Hire PEACE Coordinator (.8)

E. Hire PEACE Leaders (6) **Unable to hire these positions due to job market. Budgeted for 22-23**

F. Garden Educator Contractor

Nevada St. (0.5FTE)

Phillips Dr. (0.5FTE)

**Delivered 21-22 discontinued 22-23**



## **Goal 4**

**Ensure a safe, healthy and respectful community school environment including coming and going to school, remove to barriers educational & life opportunities and increase engagement, involvement and satisfaction of students, parents and community members.**



# Goal 4 Action Steps

1. **Provide Community School Leadership**
  - a. Community School Director (1.0) **Delivered 21-22 - Position Reduced 22-23- Grant award for next Five years Can be restored using grant funds Modified**
2. **Provide counseling/social worker services**
  - a. Counselor/social worker (1.0) **Delivered 21-22 Modified to Expand to one licensed one intern 22-23**
3. **Develop and implement a Sensory Room Program**
  - a. Contract Sensory Room Supervisor (.7) **Delivered 21-22. Only funded through Feb 22-23 via County Probation Grant- Modified sensory room on each campus, Supervisor focused on Middle school**
4. **Provide Sensory Room Equipment- Continued**
5. **Implement Positive Behavior Intervention Systems (PBIS)- Modified expanded contract to include coaching and observation.**
  - a. Provide staff development
6. **Implement a data management - Continued**
  - a. Purchase Ion Data Management system
7. **Development and implement a Restorative Justice Program - Continued**
  - a. Provide staff development
8. **Create a system/structure to gather parent survey data to support district programs**
  - a. Panorama Education Survey program **Delivered 21-22 Discontinued 22-23**
  - b. Surveys- d
  - c. Beginning Middle and End of the year student, staff, and parent survey
  - d. School fit, culture and climate
  - e. Social Emotional Learning
9. **Implement a School Culture and Climate Team for the District- Continued**



# Goal 4 Action Steps Continued

10. **Launch POPPS (Parents and Other People Supporting Schools)**
  - a. Recruit and train Parent/Community Volunteers- **Not Delivered 21-22- Continued**
11. **Develop a system of transportation options for students to travel safely to school**
  - b. Partner with Sausalito Safe Routes To School
  - c. Recruit and train Walking/Rolling School Bus Conductors- **Not Delivered 21-22- Continued**
  - d. Contract with Horizon Community School for Bus Service **Delivered til January 22- Modified- they were replaced by Michaels- \$200,000 budgeted 22-23**
12. **Maintain the District English Language Advisory Committee**
  - e. Identify a DELAC Coordinator - **Not Delivered 21-22**
13. **Develop structure of parents at both school sites to participate in DELAC- Not Delivered 21-22- Continued**
14. **Maintain Marin County Cooperation Team**
  - f. Identify mentors in partnership with MCCT partner organization to provide school to life mentors
  - g. Train mentors for school to life mentor program
  - h. Provide all students with IEPs/504s with a School to Life Mentor-**Not Delivered 21-22 planned continued for 22-23**
15. **Create opportunities for Parents and Families Engagement**
16. **Provide space and support in the development Parent School Alliance (PSA/PTA one per District)**
  - i. Welcome Chairs- Parents who help engage other parents
  - j. Create Black Parent Engagement Group-**Not Delivered 21-22- Continue**
  - k. Create LatinX Parent Engagement Group-**Not Delivered 21-22- Continue**
  - l. Create Gulf Council Countries Parent Engagement Group- **Delivered 21-22- Modified Changed to Eastern Hemisphere**
17. **Create Asian Pacific Islander Parent Engagement Group-Delivered 21-22- Continued**
18. **Support teacher and staff efforts to engage students and families, such as BTS Kinder Ice Cream Social, 5th grade Field Day- Not Delivered 21-22 Continued**





# LCAP Survey

[https://docs.google.com/forms/d/e/1FAIpQLSczKiEZrOMLvaMITDcghANbl7MbxOynMvwNoBgPwguetybq3w/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSczKiEZrOMLvaMITDcghANbl7MbxOynMvwNoBgPwguetybq3w/viewform?usp=sf_link)

