

ER

Sausalito Marin City School District Agenda

Created: July 15, 2011 at 08:46 AM

Special Meeting

July 19, 2011

Tuesday, 05:00 PM

Headlands Institute Conference & Retreat Center
1010 Fort Cronkhite, Pelican Dorm/Cypress Room
Sausalito, CA 94965

Sausalito Marin City School District Board Meeting Procedures

Agendas are posted at the District Office and at Martin Luther King, Jr. Academy, 200 Phillips Drive, Marin City. An agenda is also posted at the Bayside Elementary School Office, 630 Nevada Street, Sausalito. Agendas are posted at least 24 hours in advance of a special board meeting.

All board meetings are conducted according to Education Code 35145.5 and District Board Policy 9320.

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

Backup materials for items on this agenda are available for review in the Superintendent's Office.

OPEN SESSION: 5:00 PM

CALL TO ORDER

OPEN SESSION

1. Pledge of Allegiance (D)

2. Approval of Agenda Order (V)

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

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

- Any person wishing to address the board on any item must complete an input card available at the table entering the board room.

- A person wishing to speak to any item on or off the agenda will be granted up to 3 minutes at the podium. The board will limit the public comment period on any single item to 20 minutes. Please assure comments are respectful and courteous.
- Input on topics not on the agenda will be taken at the beginning of each board meeting. Input for topics on the agenda will come at the beginning of that agenda item, after the board president introduces the item.
- The President will close public input on agenda items and trustees will continue to discuss the item on the agenda as needed. Trustees may ask staff clarifying questions. Trustees may request through the president to ask clarifying questions of audience members. The president will guide and facilitate the dialogue. One person speaks at a time. Please do not speak out of turn or comment from the audience during board discussion.

Thank you for your input! You may also submit your comments in writing to trustees or the superintendent via email or the board-recording secretary.

4. Board Governance Workshop: Review FSG Report and Recommendations (D) (V)

ADJOURNMENT

Americans with Disabilities: *The Sausalito Marin City School District adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the District Office at 415-332-3190. All efforts will be made for reasonable accommodations.*

MEETING DATE July 19, 2011 MEETING TYPE Special Board Mtg

SIGNED DOCUMENTS
AND
DOCUMENTS DISTRIBUTED
AT THE MEETING



SMCSD Board Mini-Retreat Agenda

SMCSD Board Mini-Retreat

Date: July 19, 2011

Time: 5:00pm-8:00pm

Place: Marin Headlands Institute – Cypress Room

Attendees:

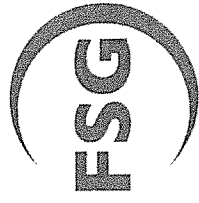
1. Karen Benjamin
2. Thomas Newmeyer
3. Shirley Thornton
4. Mark Trotter
5. Bill Ziegler
6. Valerie Pitts (By Skype)
7. Eva Nico – FSG
8. Jeff Kutash – FSG
9. Christina Legg-Greenberg-FSG
10. Mike Abbott – FSG/Abacus-CSC
11. Chase Davenport, CCSA, VP of School Support and Development (By Phone for Q&A as needed)
12. MCF Representative

Meeting Goals

1. Finalize the vision for the District
2. Discuss key pillars for executing on the vision – “must do” areas of focus
3. Discuss district structuring options and implications
4. Lay out a decision-making timeline

Session Structure

- **Before 5pm: Arrival & Set-up**
 - Skype for VP
- **At 5:00pm: Welcome (TN)**
 - Meeting goals and expectations
- **5:05-5:15 pm: Mini-Retreat Purpose and Format (FSG)**
- **5:15-5:45 pm: Adoption of Vision and Discussion of Key Pillars of Execution**
 - FSG presents final vision based on input from the Board and the community



Social Impact Consultants

Discovering better ways
to solve social problems

Mini-Retreat: Discussion of Actions Needed to Realize the Board's Vision for the District

Analysis prepared for:

**Sausalito Marin City School
District Board**

July 19, 2011

Boston | Geneva | Mumbai | San Francisco | Seattle | Washington

FSG.ORG

The Purpose of Today's Meeting Is to Discuss Key Actions Needed to Realize the Board's Vision for the District

Goals for Today's Meeting

1. Finalize the **SMCSD Board's vision** for the district
2. Discuss **key pillars** for executing on the vision – “must do” areas of focus
3. Discuss **district structuring options** and implications
4. Lay out the **decision-making timeline**

Agenda

- At 5:00pm: Welcome
- 5:05-5:15 pm: Mini-Retreat Purpose and Format
- 5:15-5:45 pm: Discussion of Vision and Key Pillars of Execution
- 5:45-7:15 pm: District Change Options to Consider
- 7:15-7:30 pm: Summary of Key Choices and Implications (*after a mini-Break*)
- 7:30-7:45 pm: Decision-making Timeline and Next Steps
- 7:45-8:00 pm Reflection on the Retreat and Team Building Next Steps
- 8:00 pm: Meeting Concludes

Contents

I. Vision and Key Areas of Execution

II. Baseline Financial Forecast

III. Structural Choices

IV. Appendix

The District Has an Ambitious Vision of Success for All Students

SMCSD Vision Statement

All students are academically and socially prepared for success on the path to college and career

Effective District

- **Community Engagement:** The District aligns parents and the community in support of implementing the vision
- **Human Capital:** High quality principals and teachers are recruited, supported, and retained
- **Accountability:** The District holds all stakeholders accountable to the vision
- **Comprehensive Instruction:** The District provides a portfolio of instructional approaches across schools that meet the distinct needs of all students

Effective Schools

- **Parent Engagement:** Parents are engaged and supportive of their student's success
- **High Expectations:** Strong school culture is created marked by high expectations in setting students on a path to college and career
- **Strong Leadership:** Principals lead with the will, skills and authority to drive change
- **Quality Teaching:** Teachers are equipped with skills and knowledge needed to teach the diversity of students in the district
- **Support Services:** Adequate resources are provided to meet the needs of all students

SMCSD Must Execute in Four Key Areas

Vision:

All students are academically and socially prepared for success on the path to college and career

Human Capital

Instruction and
Culture

Community
Engagement

Operations

Accountability

District Structure

To Realize the Vision, the District Needs to Take Action in Four Key Areas

Human Capital

1. **Develop Human Capital Strategy:** Who to hire, when, how to find them and create clear, well-thought out process for staff induction and periodic performance assessment.
2. **Implement a System of Performance Evaluation:** Set clear, agreed-upon metrics for success and work with staff to track outcomes against goals, learning from process.
3. **Foster Collaboration and On-the-Job Training:** Identify staff Professional Development areas and provide targeted support.
4. **Manage Responsively:** Help leaders to effectively manage their staff and take feedback.

Instruction and Culture

5. **Enforce High Expectations for Student Achievement:** Instructional program is rigorous, college-prep, with scaffolding to ensure students meet achievement goals.
6. **Insist on Strong School Culture:** Consistent conduct expectations, sense of school pride, environment is clean, orderly, safe and students bring their best selves to campus each day.
7. **Align People, Time, Money, Program:** Provide flexibility at the school site to leverage resources to best support student learning in exchange for accountability on outcomes
8. **Prepare Students for Transitions:** Backwards map K-8 curriculum from HS requirements.

Community Engagement

9. **Communicate Continuously:** Find ways of communicating regularly with parents and community members – responsibility of teachers, school leaders, superintendent and Board.
10. **Be Accessible as Board Members:** Make selves available for regular contact with community in smaller groups, more casual settings as well as Board meetings.
11. **Invite Community to Schools:** Hold “open houses” or once monthly morning coffee gatherings on campus so parents and community members feel welcome and engaged.

Operations

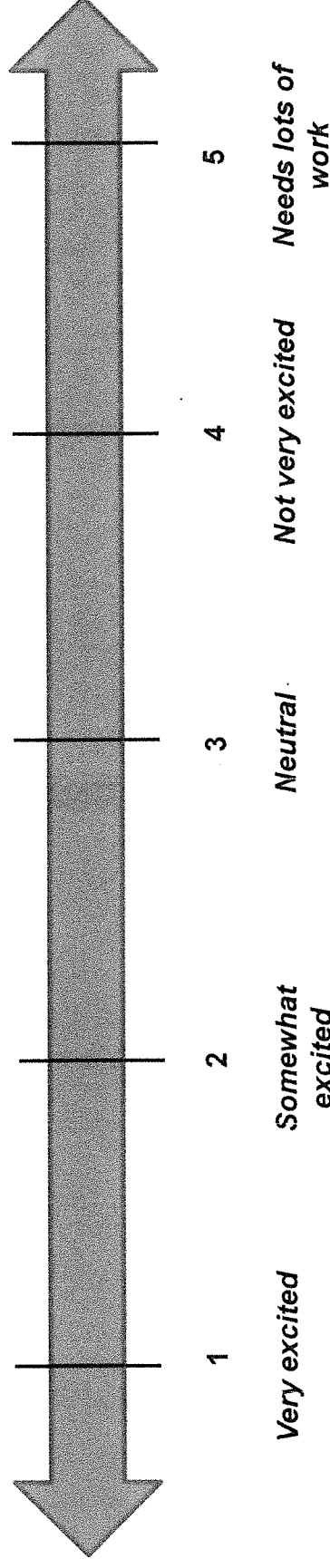
12. **Bring Back a Finance/Operations Committee:** Ensure oversight of department-level budgeting and other financial decisions – include representatives from the board and relevant departments.
13. **Strengthen Financial Management System:** Develop a results based budget that prioritizes short term needs and long term goals. Employ a cost-center approach to facilitate evaluation, oversight and accountability of department heads (Superintendent, Facilities, Finance, SPED, School Sites).
14. **Get Leaner:** Engage and empower department heads to drive change with an emphasize on efficiency, elimination of waste and redundancy.

District Strategy Will Have Implications for the Central Office and the Board

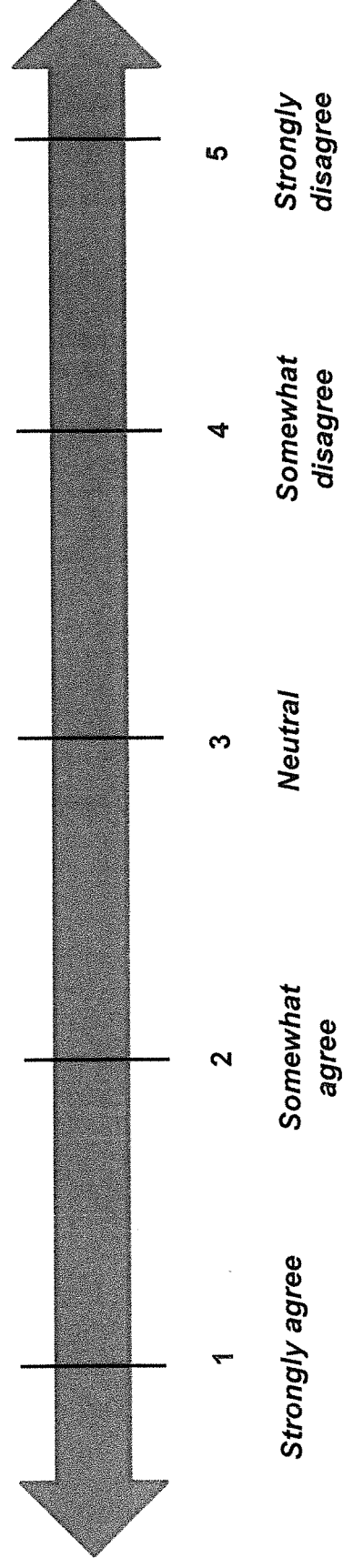
Key Strategy Pillar	District Central Office	The Board
Human Capital	• Create and implement thoughtful staffing plan and staff recruitment/hiring process. • Stay on top of hiring needs by connecting regularly with staff/leaders about their plans, anticipate hiring needs, work collaboratively with union where possible. • Establish a culture of respect and support in addition to high expectations and accountability	• Allocate resources to developing human capital strategy and holding staff accountable to following it. • Support staff in developing good working relationships with union leadership.
Instruction and Culture	• Recruit and hire effective school leaders. • Execute on existing instructional plan aligned to state standards and college readiness • With community input, identify areas to customize instructional plan to focus on the unique needs of a diverse socio-economic community • Hold leaders and teachers accountable to create a safe, effective learning environment	• Understand clear goals and metrics of success for school-wide instruction and culture initiatives and ask staff to monitor progress • Ensure that district resources are best aligned to support instruction and culture
Community Engagement	• Create community engagement plan, including ways that teachers, leaders and district staff can relate to and communicate with parents • Hold school-site staff accountable to these initiatives	• Conduct regular outreach to community through informal as well as formal opportunities to connect • Communicate with community and get input on district planning and key decisions
Operations	• "Be Switzerland": Equitable, transparent, facilitators of high quality education for all • Empower and hold department heads accountable to provide effective, efficient and fiscally sound services • Define easily reportable department metrics to facilitate oversight and accountability measures	• Utilize focused committees to improve Board oversight and increase internal District capacity • Ensure District hiring and spending align with long term goals • Seek opportunities to increase resources (fiscal and otherwise) to meet educational needs

How Aligned Is the Board?

1. What is your level of excitement for the vision?



2. Do you agree that the **four areas** (Human Capital, Instruction and Culture, Community Engagement and Operations) should be your **key areas of focus**?



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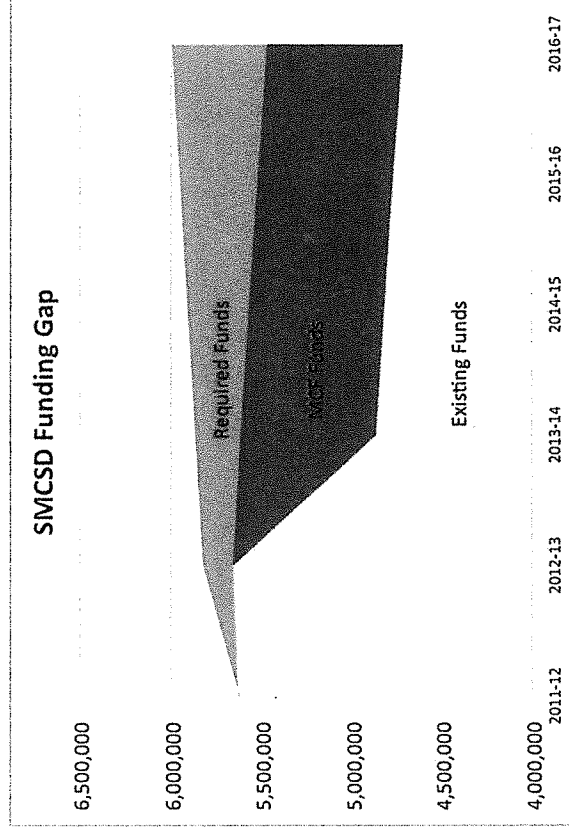
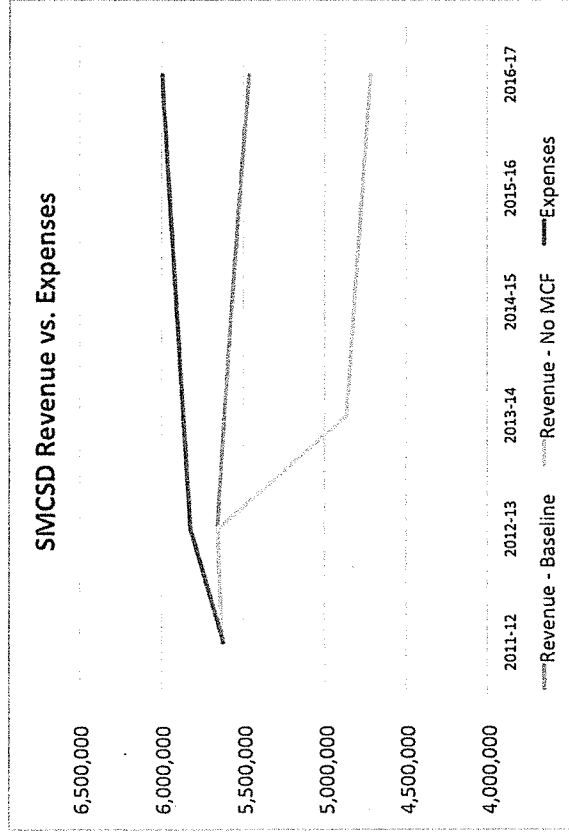
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SMCSD Funding Challenges



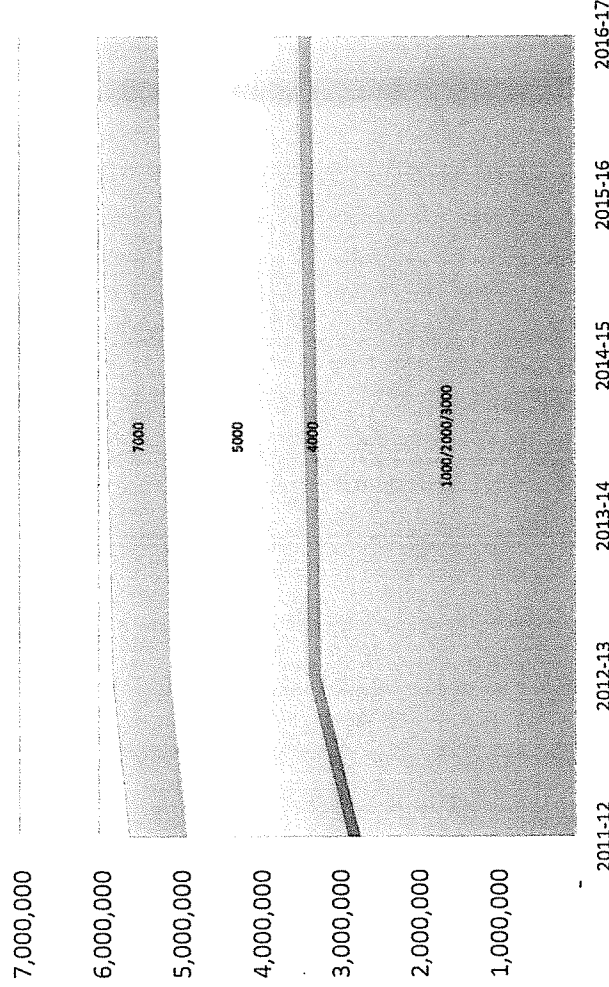
- The District faces a clear sustainability issue under the status quo:

- Left unchecked, expenses naturally increase over time as revenues remain flat
- Marin Community Foundation funding is temporary, but the programs it funds are not one-time expenses (i.e. Principal salary, Counseling services at MLK)

SMCSD must carefully prioritize, manage and evaluate expenditures, in addition to seeking out new revenue streams, to meet the ongoing needs of District students

SMCSD Expense Composition

Expense Breakdown by SACS Code



Breaking down the SACS* codes:

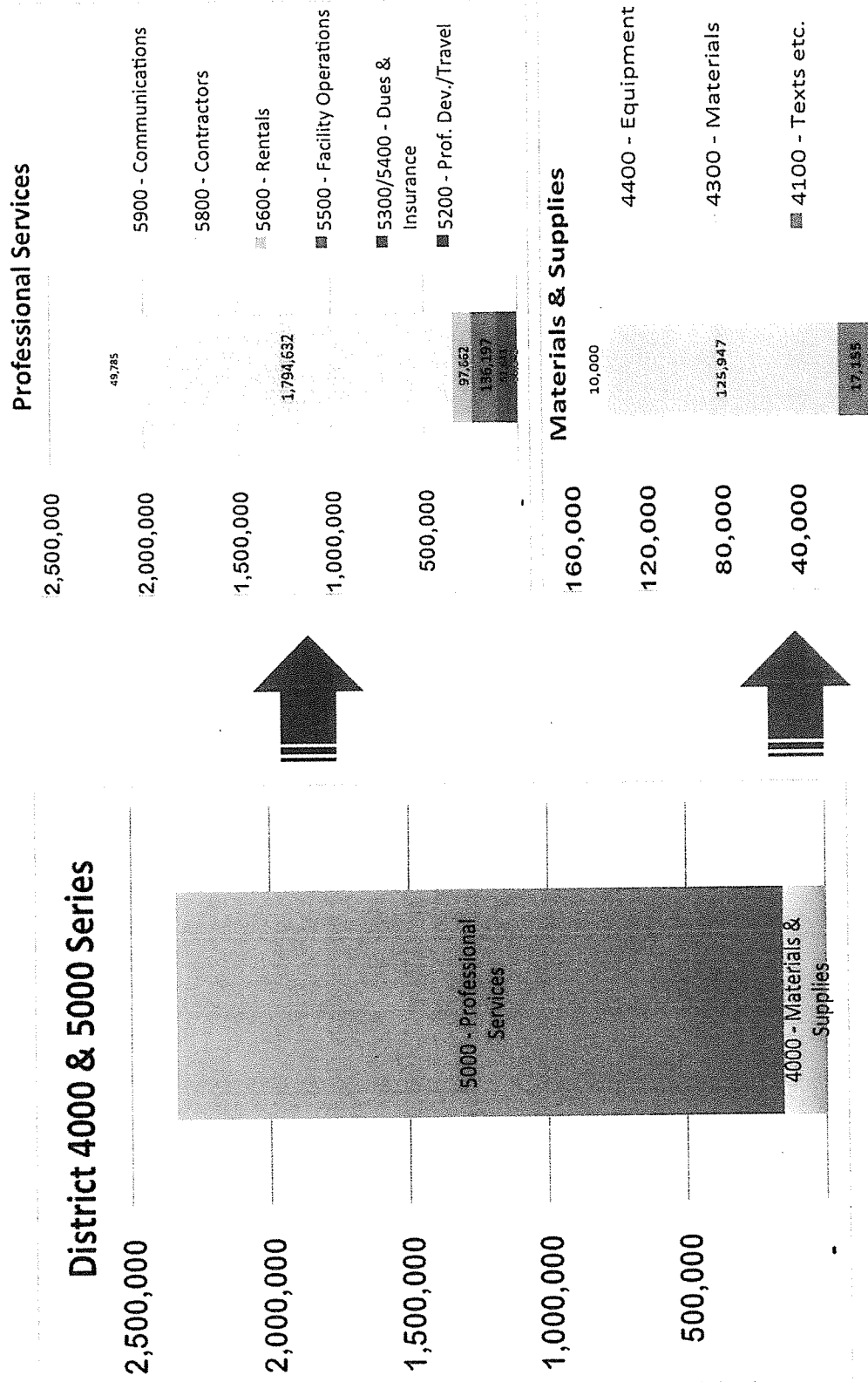
- 1000 – Certificated Salaries
- 2000 – Classified Salaries
- 3000 – Benefits
- 4000 – Materials & Supplies
- 5000 – Professional Services/Contracts
- 6000 – Capital Expenses
- 7000 – Other Outgo/Transfers/Financing

*SACS – Standardized Account Code Structure

- In the short run, 4000 & 5000 expenses are relatively flexible. Focus on them for short term savings and cash management
- In the long run, the District must control “stickier” expenses; salaries, benefits, and costs to run mandated programs like SPED and District operations

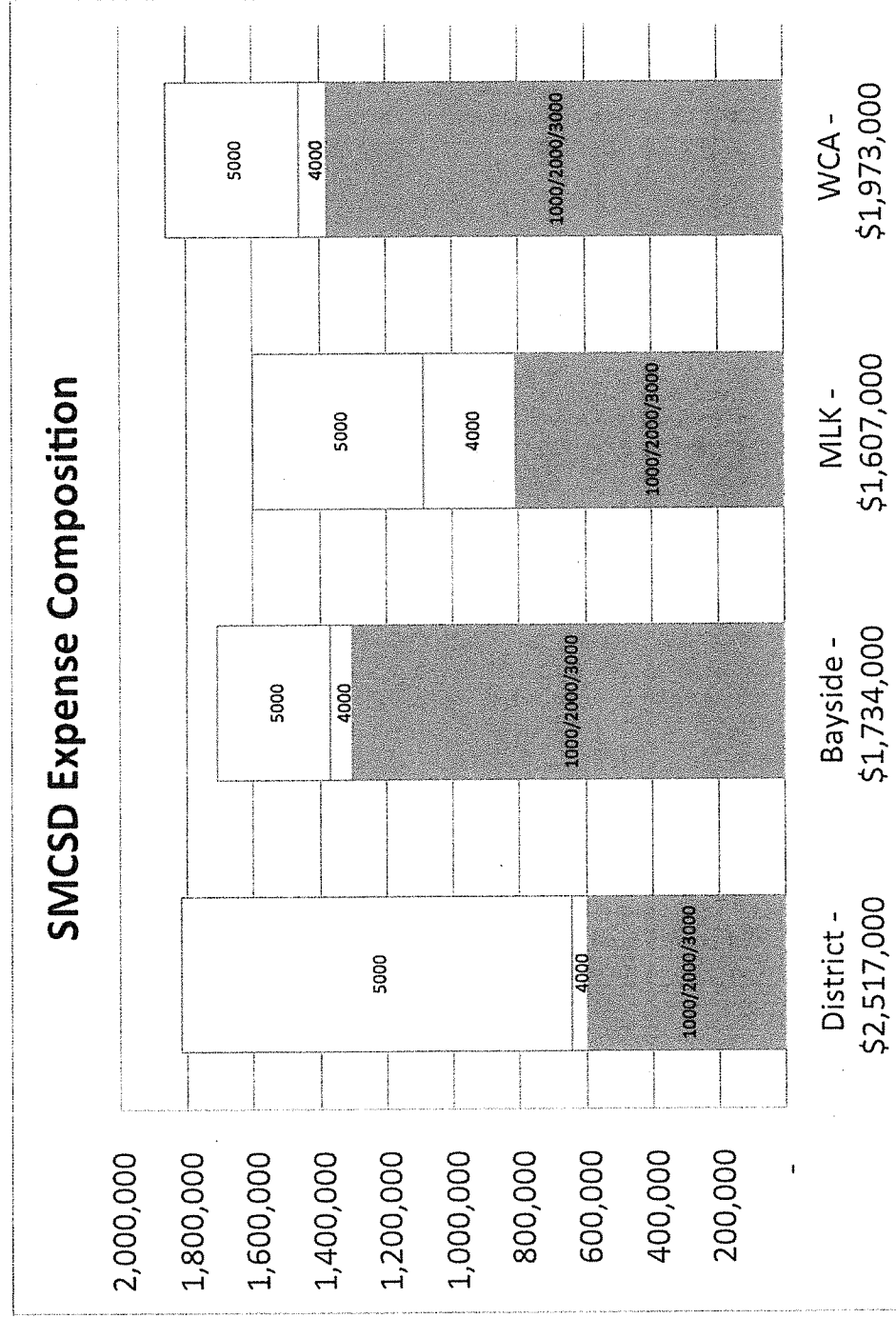
Understanding expense allocations and SACS code implications can help guide financial management decisions

Inside the "Flexible Expenses"



Flexible spending accounts can be assigned to basic programs and services. Regular assessment is key to ensuring these resources are being utilized effectively.

Aggregate Expense Allocation Across The District



*District expenses have been allocated to sites (including WCA) based on reasonable estimates use of services provided where applicable. As such, aggregate totals may not match budgeted allocations in all cases.

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Many Options Were Considered in Aligning District Structure with the Vision

Option	Academic Achievement	Financial	Legal	Facilities	Overall Feasibility
One K-8, Willow Creek					
One K-8, District School					
WC, Bayside, Close MLK					
WC, New District K-8					
WC, New Charter K-8					
WC, New Charter 1-8, K District					
WC, Bayside, Redesign MLK					
WC, Bayside, New Charter Middle School, Close MLK					
WC, Bayside, New K-8 Charter, Close MLK					
WC, Bayside, MLK, New K-8 Charter					

Significant obstacles
 Possible, need to manage risks
 No significant obstacles

Many Options Were Considered in Aligning the District Structure with the Vision, But A Narrower Set of Feasible Choices Emerged

A
1&2

REPLACE MLK WITH CHARTER (A1: Grades 1-8 or A2: Grades 6-8):
Invite a petitions from one or more established, proven charter operator(s). Form an MOU with other districts for students who decline charter option.

B

If the District wants to prepare all students for success in college and career, it can...

CLOSE MLK: Have one middle school option in SMCSD – Willow Creek – and close MLK. Form an MOU with neighboring districts for students who decline charter option.

C

MERGE MLK AND BAYSIDE: Create one strong, district-run, K-8, merging MLK and Bayside.

D

MLK SCHOOL REDESIGN: District takes the initiative to redesign the MLK middle school.

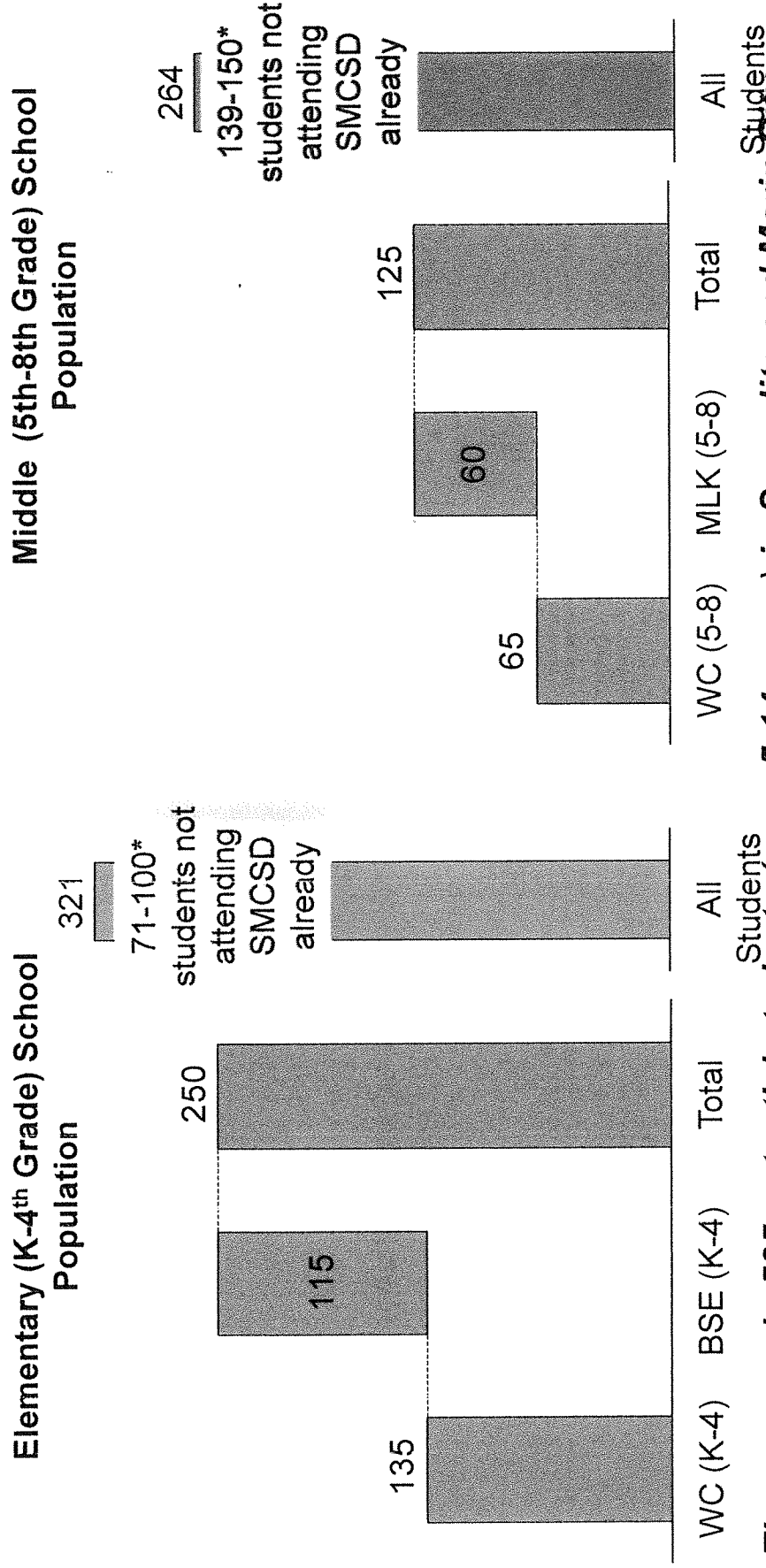
Analysis of Feasible District Structure Options

Options	Impact on Student Success	Other Pros	Other Cons
A 1&2: Replace MLK with Charter	• Positive for most students: Established operator could bring in a model and academic program proven to work with students • Diversity of educational options would increase likelihood of fit with student needs • Some parents would choose out of district placement	• New organization can provide a fresh start, new reputation and change community perception • School would have increased flexibilities vis a vis collective bargaining arrangements and Ed Code restrictions	• Need high-quality operator with a proven track record to persuade parents and provide viable option (counter local opposition) • Unless relationship is built now, have to wait until '12-'13 school year • Still need to provide options for students who "opt out" (i.e. don't attend either WC or new middle school) • District would need to evaluate agreements vis a vis WC – make a case for differing resource allocations and relationships
B: Close MLK	• Positive for most students: WC has high outcomes for diverse body of students and other local district schools have strong academic performance • However, WC does not succeed with all students – would those students succeed in other local district schools?	• Students have opportunity to attend local, high-performing school • With school closure, district has significant resources to put towards students in other placements	• Not clear WC and other districts will be interested in taking in MLK students and/or what the cost will be for these arrangements • Community will likely opposed closing the local school without another Marin City option • Are out of district schools able to serve SMCSD student needs and get them on a path to college?

Analysis of Feasible District Structure Options

Options	Impact on Student Success	Other Pros	Other Cons
C: Merge MLK and Bayside	• Potentially positive: • Merger itself would not change outcomes for students – would need outstanding and stable leaders, teachers, oversight	• Combines grade levels easing transitions • Makes students immediately a part of a larger school community • Opportunity for one principal to oversee both schools in a sustainable way • Increased sharing of resources (funding, staff, etc.)	• Difficult to change perceptions and reputation of the school • Difficult to increase enrollment (small population in the district) • Significant community opposition depending on school location
D: MLK School Redesign	• Potentially positive: • Would need to develop a very different academic program model (i.e. blended learning, arts & technology, STEM magnet, etc.) and attract outstanding leaders and teachers	• Allows district to over-time broaden enrollment beyond current student population • Less community opposition than some options	• Difficult to change perceptions and reputation of the school • Re-design process would be expensive and extensive

In Addition to Uncertainty of Impact on Student Success, There Are Other Constraints on Structural Options: the Limited Universe of Local Students...



There are only 585 potential students (ages 5-14 years) in Sausalito and Marin City combined – 78% already attend SMCSD elementary and 47% attend the SMCSD middle school options

*The range is calculated assuming that 80%-100% at WC are local

Source: U.S. Census Bureau 2010 Summary Files: <http://factfinder2.census.gov/>

...And the Cost Implications – Which Have Been Identified at a High-Level, But a Lot of Unknowns Remain Depending on Execution

A

Create an alternative charter option by inviting a petition from an established, proven Charter Operator

Cost Increases

- Possible startup grant (\$)
- Additional transfer of funds to new school & WC(?) (\$)
- Out of district placement fees for students(\$\$)

Cost Decreases

- Superintendent salary(\$)
- School Staffing (\$)
- Administrative (A/P etc.) (-)

B

Have one middle school option – Willow Creek – and close MLK

- Additional transfer of funds to school (unrestricted only) (-)
- Out of district placement fees for students (\$\$)

- Superintendent salary (\$)
- Other Staffing (\$\$)
- Administrative (A/P etc.) (-)
- Facility (if MLK is leased/sold)

C

Create one strong, district-run, K-8, merging MLK and Bayside

- Site Costs (if single loc.) (\$)
- Additional A/P or Dean

- Principal/Admin salary (\$)
- Office Admin (-)

D

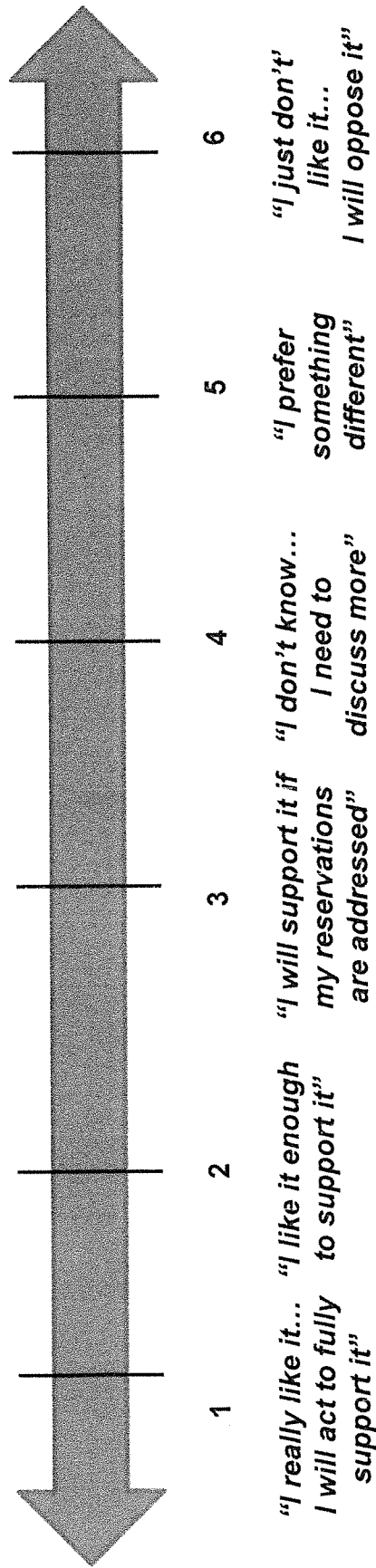
Re-design the MLK middle school

- Start-up Expenses
- Curriculum investments
- New/Re-hire Process

- N/A

How Aligned Is the Board?

3. What is our level of agreement on the structure which best enables the district to achieve its vision?



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I. Superintendent Job Description

Superintendent Role: Core Responsibilities

Preparing Students for College and Career

- Ensuring that all students within the SMCSD reach high levels of achievement and are academically and socially on track for college and career;
- Leading the board, staff and community members through a process of change management in order to increase student performance and parent satisfaction in all of the District's schools;
- Keeping the school board up to date on the District's progress on goals and engaging their support to push forward important initiatives;

Engaging the Community

- Building and maintaining strong, constructive relationships with students, parents, and staff in order to build a stronger sense of inclusion and community in the District;
- Serving as the face of SMCSD by representing the District at county meetings, local events, and other public functions;
- Interfacing with key partners, including community agencies, representatives of local groups, county education officials, and philanthropic funders;

Maintaining Sound Fiscal Discipline and Operations Performance

- Assuming oversight for district finances, operations, human resources and all other administrative functions;
- Supervising principals, administrative staff, and other District employees;
- Ensuring that SMCSD meets its academic, fiduciary and other county, state and federal education department requirements.

Superintendent Role: Key Qualities

Personal Qualities and Beliefs

- Ability to work effectively with the local school board, leverage their experiences and knowledge in the service of students and communities
- Commitment to and experience working with a diverse student population and a belief that all students can reach high levels of academic and social performance
- Experience working in the education reform space, ideally well-connected to key connectors, funders and opinion makers
- Strong drive and persistence, tenacity in the face of obstacles, able to remain positive and solutions-oriented when faced with challenges

Entrepreneurial Mindset

- Comfort with a process of change management, able to see different possibilities, make clear decisions, and guide others on the path towards success
- Leading the board, staff and community members through a process of change management in order to increase student performance and parent satisfaction in all of the District's schools
- Creative problem solver, likes thinking outside the box to develop new solutions to tough challenges
- Likes developing new systems and structures, able to gather input from a diverse group of stakeholders while also taking the lead on making important decisions

General Requirements

- Experience as a classroom teacher, school leader, and in education administration strongly preferred
- Instructional expertise and an ability to support school leaders in implementing quality teaching and learning practices at their school sites
- Ensuring that all students within the SMCSD reach high levels of achievement and are academically and socially prepared for college and career

Superintendent Role: Key Qualities (cont.)

Community Engagement

- Cultural competence and the ability to model constructive, effective conversations about race, class and other equity concerns with a variety of District stakeholders
- Demonstrated success in team building, bringing different individuals and groups together to constructively reach their goals
- Experience with and interest in engaging parents, families and communities to ensure students' success;
- Building and maintaining strong, constructive relationships with students, parents, and staff in order to build a stronger sense of inclusion and community in the District
- Serving as the face of SMCSD by representing the District at county meetings, local events, and other public functions
- Interfacing with key partners, including community agencies, representatives of local groups, county education officials, and funders

Management and Operations

- Has held senior leadership position(s), managed staff and board members, interested in developing staff and leading a group towards their goals
- Financial and operations acumen, ability to quickly and effectively problem solve in these areas
- Assuming oversight for district finances, operations, human resources and other administrative functions;
- Supervising principals, administrative staff, and other District employees
- Ensuring that SMCSD meets its academic, fiduciary and other county, state and federal education department requirements
- Keeping the school board up to date on the District's progress on goals and engaging their support when needed to push forward important initiatives