

BB

# **Sausalito Marin City School District Agenda**

Created: September 02, 2011 at 03:09 PM

## **Special Meeting**

**September 08, 2011**

**Thursday, 05:30 PM**

District Office  
630 Nevada Street  
Sausalito

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

Agendas are posted at the District Office and at the Bayside Elementary School Office, 630 Nevada Street, Sausalito. An agenda is also posted at Martin Luther King, Jr. Academy, 200 Phillips Drive, Marin City. Agendas are posted 72 hours in advance of a regular board meeting and 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.

#### **CALL TO ORDER 5:30 PM**

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

#### **CLOSED SESSION 5:35 PM**

- 1. With respect to every item of business to be discussed concerning personnel matters pursuant to Government Code 54957: CLOSED SESSION: PUBLIC EMPLOYEE APPOINTMENT, EMPLOYMENT, EVALUATION OF PERFORMANCE, DISCIPLINE, OR DISMISSAL** (V)

#### **OPEN SESSION 6:00 PM**

- 1. Report Out from Closed Session** (V)
- 2. Governance Workshop** (D)  
Communication Plans and Protocols
- 3. Approval of Agenda Order** (V)
- 4. 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.

## **5. Pledge of Allegiance** (D)

### **REPORTS 7:00 PM**

#### **1. Board Members' Reports** (D)

Members of the School Board will report on activities and information they wish to share. The Board may request that items be agendaized and researched for presentation at future meetings.

#### **2. Superintendent's Report** (D)

### **STUDENT ACHIEVEMENT**

#### **1. Discussion: California State Standards Assessment Reports** (D)

The Superintendent will give an update of the Academic Performance Index (API) and Annual Yearly Progress (AYP) for the District and the Principal will report on Bayside Elementary's and Martin Luther King, Jr. Academy's scores and staff analyses.

#### **2. Discussion: Commission on Teacher Credentialing (CTC) Releases Guidance on Transitional Kindergarten Staffing** (D)

The Superintendent will review a newly released guideline from the Commission on Teacher Credentialing, "Transitional Kindergarten Assignments".

### **CONSENT AGENDA**

### **1. Arts in Education Week** (P) (C)

Consideration of Resolution No. 649, Expressing Support for Designation of the Week Beginning September 13, 2011 as "Arts in Education Week".

## **SAVE THE DATES**

### **1. Future Charter School Board Meeting Dates** (D)

Meetings are open to the public and generally held on the School Campus, 33 Buchanan Street, Sausalito. With the exception of the December meeting, meetings are held on the 3rd Wednesday of the month at 6:30 PM.

September 21  
October 19  
November 16  
December 14 (2nd Wednesday due to holiday break)  
January 18, 2012  
February 15  
March 21  
April 18  
May 16  
June 20

### **2. Future District Board Meeting Dates** (D)

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

September 22  
October 13\*  
October 25 - Tuesday  
November 17 - One November meeting - holidays  
December 8\*  
December 15

### **3. Upcoming Dates and Important Events** (D)

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

## **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.



# ***Sausalito Marin City School District***

*Created : September 02, 2011 at 10:16 AM*

Meeting: Special Meeting : OPEN SESSION 6:00  
PM

## **2. Governance Workshop (D)**

September 08, 2011

Status:

Discussion Item

---

### **Quick Summary / Abstract**

Communication Plans and Protocols

# **Sausalito Marin City School District**

Meeting: Special Meeting : STUDENT ACHIEVEMENT

Created : September 02, 2011 at 03:15 PM

## **1. Discussion: California State Standards Assessment Reports (D)**

September 08, 2011

Status:

Discussion Item

---

### **Quick Summary / Abstract**

The Superintendent will give an update of the Academic Performance Index (API) and Annual Yearly Progress (AYP) for the District and the Principal will report on Bayside Elementary's and Martin Luther King, Jr. Academy's scores and staff analyses.

### **Background/Analysis/Financial Impact/Legal Implications**

#### Background

Each year in August, the California Department of Education releases its school and student reports for the STAR testing program, which includes the California State Standards Tests (CST's).

In September, the Academic Performance Index (API) is released. The API is a summary score determined each year by a weighted formula applied to the scores from a school.

Currently, the Elementary and Secondary Education Act (ESEA), requires us to make annual yearly progress (AYP) towards the 100% proficiency for all students goal for 2014.

#### Analysis

See attached charts. The Superintendent will give an update of the API and AYP for the District. The Principal will give reports on the schools' scores and staff analyses.


#### Financial Impact

None.

### **Recommendation**

This report is provided for discussion purposes only.

### **Associated File Attachments**

 CDE Reports (Files)

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select District](#) > [District Reports](#) > Current Page

## 2010 - 11 Accountability Progress Reporting (APR)



### Local Educational Agency (LEA) Summary Report 2010 - 11 APR

California Department of Education  
Assessment and Accountability Division  
7/12/2011

LEA: Sausalito Marin City  
LEA Type: Elementary  
County: Marin  
CD Code: 21-65474

#### 2010 -11 APR Links:

<a href="#">Base API LEA List of Schools</a>
<a href="#">Base API County List of Schools</a>
<a href="#">Growth API LEA List of Schools</a>
<a href="#">Growth API County List of Schools</a>
<a href="#">AYP LEA List of Schools</a>
<a href="#">AYP County List of Schools</a>

(An LEA is a school district or county office of education.)

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide
		2010 Base API	2011 Growth API	Growth in the API from 2010 to 2011			
		745	728	-17			

Growth API target information is not applicable to LEAs or to schools that do not have a valid 2010 Base API.

**Made AYP:** No

#### Met AYP Criteria:

Participation Rate

Yes

Yes

Percent Proficient

No

No

API - Additional Indicator for AYP

Yes

Graduation Rate

N/A

#### English-Language Arts

#### Mathematics

#### Program Improvement (PI)

PI Status:

Not In PI

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select District](#) > [District Reports](#) > Current Page

## 2010 - 11 Accountability Progress Reporting (APR)



### Local Educational Agency (LEA) Report Growth API 2011 Growth Academic Performance Index (API) Report

California Department of Education  
Assessment and Accountability Division  
8/31/2011

LEA: Sausalito Marin City  
LEA Type: Elementary  
County: Marin  
CD Code: 21-65474

#### 2011 Growth API Links:

<a href="#">LEA Chart</a>
<a href="#">LEA Demographic Characteristics</a>
<a href="#">LEA Content Area Weights</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

(An LEA is a school district or county office of education.)

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
<a href="#">Summary</a>	<a href="#">Glossary</a>	<a href="#">Base</a>	<a href="#">Guide</a>	<a href="#">Growth</a>	<a href="#">AYP</a>	<a href="#">PI</a>	<a href="#">Guide</a>

Growth API target information is not applicable to LEAs or to schools that do not have a valid 2010 Base API.

	Number of Students Included in 2011 API	Numerically Significant in Both Years	2011 Growth	2010 Base	2010 - 11 Growth
<b>Groups</b>					
LEA-wide	112		728	745	-17
Black or African American	65	Yes	699	708	-9
American Indian or Alaska Native	1	No			
Asian	8	No			
Filipino	3	No			
Hispanic or Latino	24	No	774	784	
Native Hawaiian or Pacific Islander	2	No			
White	7	No			
Two or More Races	1	No			
Socioeconomically Disadvantaged	95	Yes	733	741	-8
English Learners	23	No	821	821	
Students with Disabilities	25	No	661	606	

Click on the column header to view notes.

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2011 Growth API is posted even if a school or LEA had no 2010 Base API. However, the presentation of actual growth would not be appropriate and, therefore, is omitted.

Direct-funded charter schools are not included in the LEA Report.

"N/A" means a number is not applicable or not available due to missing data.



\*\*\* means this API is calculated for a small LEA, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

The federal Adequate Yearly Progress (AYP) requirement for the API is: a 2011 Growth API of 710 OR a one-point increase from the 2010 Base API to the 2011 Growth API for a school or LEA.

**Missing All Subgroup Data** – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

**Missing Special Population Subgroup Data** – Socioeconomically Disadvantaged, English Learners, and Students with Disabilities groups with missing API data and a "Yes" under the "Numerically Significant in Both Years" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2010 Base API to the 2011 Growth API, or the LEA reported a potential data error with one or more of these student groups. For that reason, API information for that student group is not reported. LEAs that make changes to their data through the testing contractor will have updated API reports released in February 2012.

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select District](#) > [District Reports](#) > Current Page

## 2010-11 Accountability Progress Reporting (APR)



### Local Educational Agency (LEA) Report 2011 Adequate Yearly Progress (AYP) Report

California Department of Education  
Assessment and Accountability Division  
8/31/2011

LEA: Sausalito Marin City

LEA Type: Elementary

County: Marin

CD Code: 21-65474

#### 2011 AYP and PI Links:

[LEA Chart](#)

[LEA PI Status and Grade Spans](#)

[LEA List of Schools](#)

[County List of Schools](#)

(An LEA is a school district or county office of education.)

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Made AYP: No

Met 7 of 13 AYP Criteria

### California Alternate Performance Assessment (CAPA)

	Percent Proficient and Above	Above 1.0	Exception Approved
English-Language Arts	1.8	Yes	Yes
Mathematics	1.8	Yes	Yes

### California Modified Assessment (CMA)

	Percent Proficient and Above	Cap	Above Cap
English-Language Arts	7.7	2.0	Yes
Mathematics	5.5	2.0	AE

### Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method
<b>LEA-wide</b>	127	127	100	Yes		127	126	99	Yes	
Black or African American	69	69	100	Yes	ER	69	68	99	Yes	ER
American Indian or Alaska Native	1	1	100	--		1	1	100	--	
Asian	8	8	100	--		8	8	100	--	
Filipino	3	3	100	--		3	3	100	--	
Hispanic or Latino	33	33	100	--		33	33	100	--	

Native Hawaiian or Pacific Islander	3	3	100	--	3	3	100	--
White	7	7	100	--	7	7	100	--
Two or More Races	1	1	100	--	1	1	100	--
Socioeconomically Disadvantaged	106	106	100	Yes	106	105	99	Yes
English Learners	27	27	100	--	27	27	100	--
Students with Disabilities	25	25	100	--	25	25	100	--

### Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 67.6 % <u>Met all percent proficient rate criteria? No</u>					Mathematics Target 68.5 % <u>Met all percent proficient rate criteria? No</u>				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method
<b>LEA-wide</b>	111	40	36.0	No		110	43	39.1	No	
Black or African American	65	20	30.8	No		64	24	37.5	No	
American Indian or Alaska Native	1	--	--	--		1	--	--	--	
Asian	8	--	--	--		8	--	--	--	
Filipino	3	--	--	--		3	--	--	--	
Hispanic or Latino	24	9	37.5	--		24	11	45.8	--	
Native Hawaiian or Pacific Islander	2	--	--	--		2	--	--	--	
White	6	--	--	--		6	--	--	--	
Two or More Races	1	--	--	--		1	--	--	--	
Socioeconomically Disadvantaged	95	36	37.9	No		94	35	37.2	No	
English Learners	23	13	56.5	--		23	11	47.8	--	
Students with Disabilities	24	4	16.7	--		24	8	33.3	--	

### Academic Performance Index (API) - Additional Indicator for AYP

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
745	728	-17	Yes	

**2011 API Criteria for meeting federal AYP:** A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

### Graduation Rate Goal: 90 Percent

#### Current Year: Graduation Rate Results

2010 Graduation Rate (Class of 2008-09)	2011 Graduation Rate (Class of 2009-10)	2011 Target Graduation Rate	2011 Graduation Rate Criteria Met	Alternative Method or Exclusion
			N/A	

**Graduation Rate Criteria:** (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select School](#) > [School Reports](#) > Current Page

## 2010 -11 Accountability Progress Reporting (APR)



### School Report - API Growth and Targets Met 2011 Growth Academic Performance Index (API) Report

California Department of Education  
Assessment and Accountability Division  
8/31/2011

School: Bayside  
LEA: Sausalito Marin City  
County: Marin  
CDS Code: 21-65474-6024889  
School Type: Small Elementary

#### 2011 Growth API Links:

<a href="#">School Chart</a>
<a href="#">School Demographic Characteristics</a>
<a href="#">School Content Area Weights</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
<a href="#">Summary</a>	<a href="#">Glossary</a>	<a href="#">Base</a>	<a href="#">Guide</a>	<a href="#">Growth</a>	<a href="#">AYP</a>	<a href="#">PI</a>	<a href="#">Guide</a>

#### Met Growth Targets

Schoolwide: No  
All Student Groups: No  
All Targets: No

#### Groups

	Number of Students Included in 2011 API	Numerically Significant in Both Years	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Met Student Groups Growth Target
Schoolwide	67		752	763	5	-11	
Black or African American	35	No	702	698			
American Indian or Alaska Native	0	No					
Asian	7	No					
Filipino	2	No					
Hispanic or Latino	16	No	866	798			
Native Hawaiian or Pacific Islander	2	No					
White	3	No					
Two or More Races	1	No					
Socioeconomically Disadvantaged	56	Yes	751	755	5	-4	No
English Learners	17	No	844	835			
Students with Disabilities	13	No	708				

[Similar Schools Report](#)

#### Similar Schools

#### Median API

2011  
Growth

2010  
Base

Click on the median value heading to link to the list of 2010 Base API similar schools. This list contains schools which

were selected specifically for the reported school for the 2010 Base API Report.

Click on the column header to view notes.

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2011 Growth API is posted even if a school or LEA had no 2010 Base API or if a school had significant population changes from 2010 to 2011. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

**"N/A"** means a number is not applicable or not available due to missing data.

**"\*\*"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2010 or 2011. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

**"A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2010.

**"B"** means the school did not have a valid 2010 Base API and will not have any growth or target information.

**"C"** means the school had significant demographic changes and will not have any growth or target information.

**"D"** means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.

**Targets Met** - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2011 Growth API of 710 or a one-point increase from the 2010 Base API to 2011 Growth API for a school or LEA.

**Missing All Subgroup Data** – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

**Missing Special Population Subgroup Data** – Socioeconomically Disadvantaged, English Learners, and Students with Disabilities groups with missing API data and a "No" under the "Met Subgroup Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2010 Base API to the 2011 Growth API, or the LEA reported a potential data error with one or more these student groups. For that reason API information for that student group is not reported. LEAs that make changes to their data through the testing contractor will have updated API reports released in February 2012.

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select School](#) > [School Reports](#) > Current Page

## 2010 - 11 Accountability Progress Reporting (APR)



### School Chart

### 2011 Adequate Yearly Progress (AYP) Report

California Department of Education  
Assessment and Accountability Division  
8/31/2011

School: Bayside  
LEA: Sausalito Marin City  
County: Marin  
CDS Code: 21-65474-6024889  
School Type: Elementary

#### 2011 AYP and PI Links:

<a href="#">School Report</a>
<a href="#">School PI Status</a>
<a href="#">LEA List of schools</a>
<a href="#">County List of Schools</a>

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

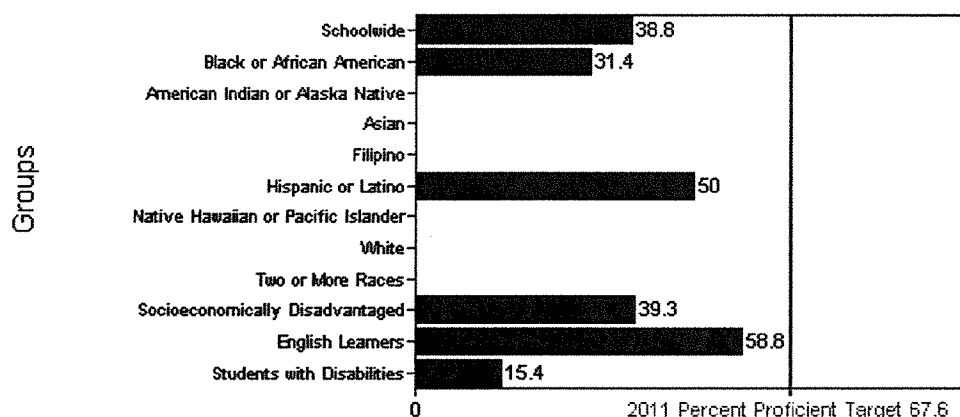
2010 -11 APR		2010-11 State API			2011 Federal AYP and PI		
<a href="#">Summary</a>	<a href="#">Glossary</a>	<a href="#">Base</a>	<a href="#">Guide</a>	<a href="#">Growth</a>	<a href="#">AYP</a>	<a href="#">PI</a>	<a href="#">Guide</a>

Made AYP: No

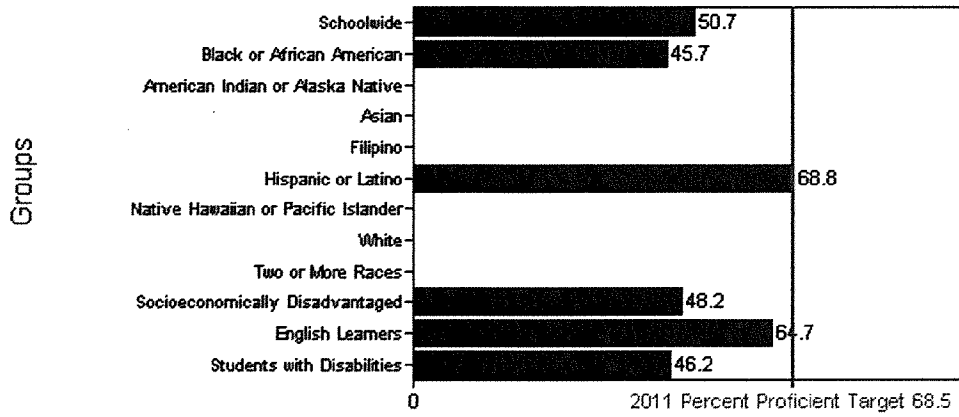
#### Met AYP Criteria:

	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
Academic Performance Index (API)		Yes
- Additional Indicator for AYP		
Graduation Rate		N/A

#### English-Language Arts - Percent At or Above Proficient



## Mathematics - Percent At or Above Proficient



[DataQuest home](#) > [API home](#) > [Reports](#) > [Select School](#) > [School Reports](#) > Current Page

## 2010 -11 Accountability Progress Reporting (APR)



### School Report - API Growth and Targets Met 2011 Growth Academic Performance Index (API) Report

California Department of Education  
Assessment and Accountability Division  
8/31/2011

School: Martin Luther King, Jr., Academy  
LEA: Sausalito Marin City  
County: Marin  
CDS Code: 21-65474-6097695  
School Type: Small Middle

#### 2011 Growth API Links:

School Chart
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

#### Met Growth Targets

Schoolwide: No  
All Student Groups: Yes  
All Targets: No

#### Groups

	Number of Students Included in 2011 API	Numerically Significant in Both Years	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Met Student Groups Growth Target
Schoolwide	38		696	730	5	-34	
Black or African American	28	No	682	706			
American Indian or Alaska Native	1	No					
Asian	1	No					
Filipino	1	No					
Hispanic or Latino	6	No					
Native Hawaiian or Pacific Islander	0	No					
White	1	No					
Two or More Races	0	No					
Socioeconomically Disadvantaged	36	No	692	719			
English Learners	6	No					
Students with Disabilities	6	No					

Similar Schools Report

#### Similar Schools

#### Median API

2011 Growth      2010 Base

Click on the median value heading to link to the list of 2010 Base API similar schools. This list contains schools which



were selected specifically for the reported school for the 2010 Base API Report.

---

Click on the column header to view notes.

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2011 Growth API is posted even if a school or LEA had no 2010 Base API or if a school had significant population changes from 2010 to 2011. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

**"N/A"** means a number is not applicable or not available due to missing data.

**"\*\*"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2010 or 2011. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

**"A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2010.

**"B"** means the school did not have a valid 2010 Base API and will not have any growth or target information.

**"C"** means the school had significant demographic changes and will not have any growth or target information.

**"D"** means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.

**Targets Met** - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2011 Growth API of 710 or a one-point increase from the 2010 Base API to 2011 Growth API for a school or LEA.

**Missing All Subgroup Data** – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

**Missing Special Population Subgroup Data** – Socioeconomically Disadvantaged, English Learners, and Students with Disabilities groups with missing API data and a "No" under the "Met Subgroup Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2010 Base API to the 2011 Growth API, or the LEA reported a potential data error with one or more these student groups. For that reason API information for that student group is not reported. LEAs that make changes to their data through the testing contractor will have updated API reports released in February 2012.

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select School](#) > [School Reports](#) > Current Page

## 2010 -11 Accountability Progress Reporting (APR)

**School Report****2011 Adequate Yearly Progress (AYP) Report**
 California Department of Education  
 Assessment and Accountability Division  
 8/31/2011

School: Martin Luther King, Jr., Academy  
 LEA: Sausalito Marin City  
 County: Marin  
 CDS Code: 21-65474-6097695  
 School Type: Middle

## 2011 AYP and PI Links:

<a href="#">School Chart</a>
<a href="#">School PI Status</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Made AYP: No

Met 2 of 4 AYP Criteria

**Participation Rate**

	English-Language Arts Target 95% Met all participation rate criteria? Yes						Mathematics Target 95% Met all participation rate criteria? Yes					
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method		Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method	
<b>GROUPS</b>												
<b>Schoolwide</b>	42	42	100	Yes	<u>EN</u>		42	41	98	Yes	<u>EN</u>	
Black or African American	31	31	100	--			31	30	97	--		
American Indian or Alaska Native	1	1	100	--			1	1	100	--		
Asian	1	1	100	--			1	1	100	--		
Filipino	1	1	100	--			1	1	100	--		
Hispanic or Latino	6	6	100	--			6	6	100	--		
Native Hawaiian or Pacific Islander	0	0	--	--			0	0	--	--		
White	2	2	100	--			2	2	100	--		
Two or More Races	0	0	--	--			0	0	100	--		
Socioeconomically Disadvantaged	40	40	100	--			40	39	98	--		
English Learners	6	6	100	--			6	6	100	--		
Students with Disabilities	7	7	100	--			7	7	100	--		

**Percent Proficient - Annual Measurable Objectives (AMOs)**

GROUPS	English-Language Arts Target 67.6 % Met all percent proficient rate criteria? No					Mathematics Target 68.5 % Met all percent proficient rate criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method
<b>Schoolwide</b>	38	11	28.9	No		37	6	16.2	No	
Black or African American	28	7	25.0	--		27	6	22.2	--	
American Indian or Alaska Native	1	--	--	--		1	--	--	--	
Asian	1	--	--	--		1	--	--	--	
Filipino	1	--	--	--		1	--	--	--	
Hispanic or Latino	6	--	--	--		6	--	--	--	
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	1	--	--	--		1	--	--	--	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	36	11	30.6	--		35	5	14.3	--	
English Learners	6	--	--	--		6	--	--	--	
Students with Disabilities	6	--	--	--		6	--	--	--	

**Academic Performance Index (API) - Additional Indicator for AYP**

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
			N/A	

**2011 API Criteria for meeting federal AYP:** A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

**Graduation Rate Goal: 90 Percent****Current Year: Graduation Rate Results**

2010 Graduation Rate (Class of 2008-09)	2011 Graduation Rate (Class of 2009-10)	2011 Target Graduation Rate	2011 Graduation Rate Criteria Met	Alternative Method or Exclusion
			N/A	

**Graduation Rate Criteria:** (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select School](#) > [School Reports](#) > Current Page

## 2010 - 11 Accountability Progress Reporting (APR)



### School Chart

### 2011 Adequate Yearly Progress (AYP) Report

California Department of Education  
Assessment and Accountability Division  
8/31/2011

School: Martin Luther King, Jr., Academy  
LEA: Sausalito Marin City  
County: Marin  
CDS Code: 21-65474-6097695  
School Type: Middle

#### 2011 AYP and PI Links:

<a href="#">School Report</a>
<a href="#">School PI Status</a>
<a href="#">LEA List of schools</a>
<a href="#">County List of Schools</a>

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2010 -11 APR		2010-11 State API			2011 Federal AYP and PI		
<a href="#">Summary</a>	<a href="#">Glossary</a>	<a href="#">Base</a>	<a href="#">Guide</a>	<a href="#">Growth</a>	<a href="#">AYP</a>	<a href="#">PI</a>	<a href="#">Guide</a>

Made AYP: No

#### Met AYP Criteria:

Participation Rate

Percent Proficient

Academic Performance Index (API)

- Additional Indicator for AYP

Graduation Rate

#### English-Language Arts

Yes

No

#### Mathematics

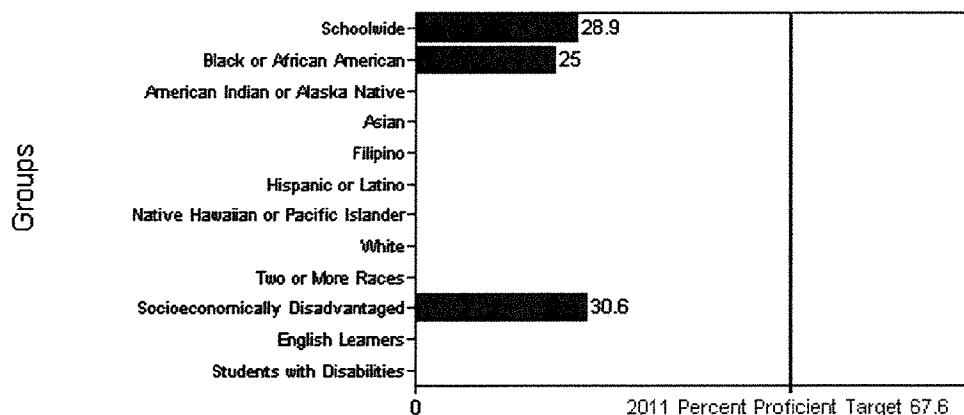
Yes

No

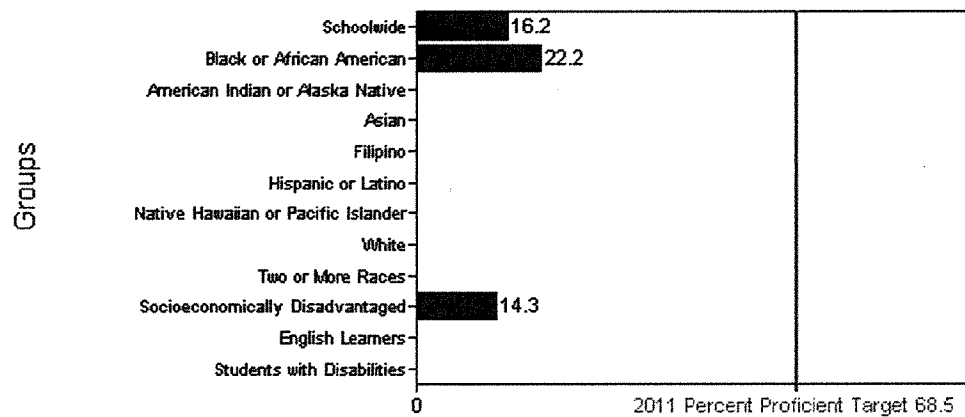
N/A

N/A

#### English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



# **Sausalito Marin City School District**

Meeting: Special Meeting : STUDENT ACHIEVEMENT

Created : September 02, 2011 at 03:15 PM

## **2. Discussion: Commission on Teacher Credentialing (CTC) Releases Guidance on Transitional Kindergarten Staffing (D)**

September 08, 2011

Status:

Discussion Item

---

### **Quick Summary / Abstract**

The Superintendent will review a newly released guideline from the Commission on Teacher Credentialing, "Transitional Kindergarten Assignments".

### **Background/Analysis/Financial Impact/Legal Implications**

#### Background

Last year the legislature passed and the Governor signed SB 1381 (Simitian) that established a transitional kindergarten option for school districts. On August 25, 2011, the Commission on Teacher Credentialing (CTC) issued an advisory on the new law. There have been a number of questions raised about who can teach in the transitional kindergarten setting.

#### Analysis

The CTC advisory indicated that because transitional kindergarten classrooms are defined, not as preschool classrooms or child development programs, but as kindergarten classes, the holders of Children's Center Instructional or Child Development Permits (including those with the school-age emphasis) are not authorized to teach transitional kindergarten.

Transitional kindergarten classrooms can be staffed by holders of a teaching credential or permit that authorizes general education instruction in a self-contained classroom for the grade level of kindergarten, according to the CTC.

Additionally, the CTC advisory points out that students identified as English learners in a transitional kindergarten must have the same level of services as those in kindergarten. That is, instruction in English Language Development or Specially Designed Academic Instruction in English services must have a teacher authorized to provide the appropriate English learner instructional services. The full CTC advisory is attached.

#### Financial Impact

The number of children who meet the transitional kindergarten criteria will likely be a handful in Sausalito Marin City School District. Assuming these children are educated with appropriate curriculum in the kindergarten program, there would be few financial implications for the district. This will be more easily analyzed as the year progresses with pre-K-3 planning.

### **Recommendation**

This information is provided for discussion.

### **Associated File Attachments**



[ctc--credential information alert re transitional kindergarten assignments-08-25-2011 \(Files\)](#)



## CREDENTIAL INFORMATION ALERT

**DATE:** August 25, 2011

**NUMBER:** 11-08

**SUBJECT: Transitional Kindergarten Assignments**

**Summary:**

The Legislature adopted the *Kindergarten Readiness Act* in 2010 in an effort to provide more age-appropriate services as the entry age for kindergarten is moved to September 1 over the next several years. Senate Bill (SB) 1381 (Chap. 705, Stats. 2010) amended Education Code (EC) sections 46300, 48000, and 48010 to change the required birth date for admission to kindergarten and established a transitional kindergarten program beginning in the 2012–2013 school year. The bill also changed the required birth date for admission to first grade. This Credential Information Alert (CIA) is limited to addressing the appropriate credentials and teaching permits for serving in transitional kindergarten assignments.

**Key Provisions and Important Dates:**

According to the amended EC sections, transitional kindergarten is the first year of a two-year kindergarten program that uses a developmentally and age appropriate modified kindergarten curriculum. SB 1381 requires that students entering kindergarten be at least five years old by November 1 for the 2012-2013 school year; by October 1 for the 2013-2014 school year; and by September 1 for the 2014-15 school year and each year thereafter.

EC section 48000(c) provides information on students that are eligible for transitional kindergarten. According to statute, a child is eligible for transitional kindergarten if the student will have his or her fifth birthday between November 2 and December 2 beginning in the 2012-2013 school year; between October 2 and December 2 beginning the 2013-2014 school year; and between September 2 and December 2 beginning the 2014-2015 school year and each year thereafter.

The California Department of Education (CDE) is the agency with authority over these sections of statute and additional information is available through their website as noted in the References section. According to the referenced *Transitional Kindergarten Frequently Asked Questions*, each elementary or unified school district must offer transitional kindergarten and kindergarten classes for all children eligible to attend.





Transitional kindergarten classrooms, as defined in EC section 48000(d), are appropriately staffed by the holder of a teaching credential or permit that authorizes general education instruction in a self-contained classroom for the grade level of Kindergarten. Transitional kindergarten classrooms as defined in statute are not preschool classrooms or child development programs; therefore, holders of Children's Center Instructional or Child Development Permits including those with the school-age emphasis will not be authorized to teach transitional kindergarten. Employing agencies should distinguish between those transitional preschool programs intended to support kindergarten readiness from the transitional kindergarten classrooms mandated and delineated in statute.

Credentials that authorize instruction in transitional kindergarten classrooms are provided below.

**General:**

Kindergarten-Primary (grades K-3)

Elementary (grades K-8)

**Standard:**

Early Childhood (grades preschool-3)

Elementary (grades K-9)

**Ryan/SB 2042:**

Multiple Subject (grades preschool, K-12 and adults)

Multiple Subject University Intern (grades preschool, K-12 and adults)

Multiple Subject District Intern (grades K-8)

Specialist Instruction Credential in Early Childhood Education

*A Multiple Subject General Education Limited Assignment Permit (GELAP), Multiple Subject Short-Term Staff Permit (STSP) or Multiple Subject Provisional Internship Permit (PIP) authorizes the same service as a Multiple Subject Teaching Credential.*

Students identified as English learners in a transitional kindergarten classroom must have the same level of services as those in kindergarten. Therefore, students identified as English learners that require instruction in English Language Development (ELD) or Specially Designed Academic Instruction in English (SDAIE) services must have a teacher authorized to provide the appropriate English learner instructional services indicated.

It is important to note that transitional kindergarten assignments as defined in statute are subject to assignment monitoring and reporting by the county offices of education under the provisions of EC §44258.9. The Commission's Administrator's Assignment Manual will be updated to include information on transitional kindergarten assignments.



**Source:**

EC sections 46300, 48000, and 48010

**References:**

Transitional Kindergarten Frequently Asked Questions (California Department of Education)  
<http://www.cde.ca.gov/ci/gs/em/kinderfaq.asp#E1>

Kindergarten in California (California Department of Education)  
<http://www.cde.ca.gov/ci/gs/em/kinderinfo.asp>

**Contact Information:**

*For questions regarding transitional kindergarten programs or implementation:*

California Department of Education at 1-916-323-4629, or by email at [MAutry@cde.ca.gov](mailto:MAutry@cde.ca.gov).

*For questions regarding appropriate assignment and authorization:*

Commission's Assignment Unit at 1-916-322-5038 (voicemail line), or by email at [cawassignments@ctc.ca.gov](mailto:cawassignments@ctc.ca.gov).

# **Sausalito Marin City School District**

Created : September 02, 2011 at 10:29 AM

Meeting: Special Meeting : CONSENT AGENDA

## **1. Arts in Education Week (V) (C)**

September 08, 2011

Status:

---

### **Quick Summary / Abstract**

Consideration of Resolution No. 649, Expressing Support for Designation of the Week Beginning September 13, 2011 as "Arts in Education Week".

### **Associated File Attachments**



resolution 649-arts in education week (Files)

Sausalito Marin City School District Board of Trustees

RESOLUTION NO. 649

**Expressing Support for Designation of the Week Beginning  
September 13, 2011 as "Arts in Education Week"**

**WHEREAS**, arts education, comprising a rich array of disciplines including dance, music, theatre, media arts, literature, design, and visual arts, is a core academic subject and an essential element of a complete and balanced education for all students;

**WHEREAS**, according to Albert Einstein, "After a certain high level of technical skill is achieved, science and art tend to coalesce in esthetics, plasticity, and form. The greatest scientists are artists as well";

**WHEREAS**, arts education enables students to develop critical thinking and problem-solving skills, imagination and creativity, discipline, and alternative ways to communicate and express feelings, ideas and cross-cultural understanding, which supports academic success across the curriculum as well as personal growth outside the classroom;

**WHEREAS**, the nonprofit arts sector is an economic engine and plays a significant role in the economic health of communities large and small with direct expenditures of wages and benefits as well as goods and services;

**WHEREAS**, to succeed in today's economy, students must masterfully use words, images, sounds, and movement to communicate;

**WHEREAS**, as the nation works to strengthen its foothold in the 21st Century global economy, the arts equip students with a creative, competitive edge;

**WHEREAS**, the arts provide the skills and knowledge students need to develop the creativity and determination necessary for success in the global information age;

**WHEREAS**, where schools and communities deliver high-quality learning opportunities in, through, and about the arts to children, extraordinary results occur;

**WHEREAS**, according to a study by the Arts Education Partnership entitled *Third Space: When Learning Matters*, schools with large populations of students in economic poverty can be transformed into vibrant hubs of learning when the arts are infused into the culture and curriculum;

**WHEREAS**, studies have also found that eighth graders from under-resourced environments who are highly involved in the arts have better grades, less likelihood of dropping out by grade ten, have more positive attitudes about school, and are more likely to go to college;

**WHEREAS**, attracting and retaining the best teachers is vital and can be achieved by ensuring that schools embrace the arts, becoming havens for creativity and innovation;

**WHEREAS**, arts education has the power to make students want to learn, not just within the arts, but within other areas of study;

**WHEREAS**, art is integral to the lives of United States citizens and essential to the health and vitality of communities and the nation.

**Now, therefore, be it resolved** by the Board of Trustees of the Sausalito Marin City School District, the District supports the designation of Arts in Education Week and proclaims to continue to raise awareness of the value and importance of arts in education and will observe such week with appropriate activities.

Ayes: \_\_\_\_\_

Noes: \_\_\_\_\_

Absent: \_\_\_\_\_

Abstain: \_\_\_\_\_

---

Thomas Newmeyer, President  
Board of Trustees

I, Valerie Pitts, Secretary to the Board of Trustees of the Sausalito Marin City School District, do hereby certify that the foregoing Resolution was introduced, passed, and adopted by the Board of Trustees at its meeting held on September 8, 2011.

---

Valerie Pitts, Ed.D.  
Secretary to the Board of Trustees

Sign In  
September 8, 2011 Special Meeting

Paula Rigney

Paula Hammons

Susan Cassidy



MEETING DATE

9/8/11

MEETING TYPE

Special

**SIGNED DOCUMENTS**  
**AND**  
**DOCUMENTS DISTRIBUTED**  
**AT THE MEETING**

**DRAFT**

## **Sausalito Marin City School District**

### **Vision**

A vision describes the primary goal toward which the governance team is moving the district. It inspires action, is child-centered and focuses on all students, is grounded in the beliefs of the district, sets a standard of excellence, is future oriented and generates energy and enthusiasm. It should be easily understood yet thorough enough to create a picture of the ideal school district. The proposed vision is a dynamic statement that should change periodically as reforms are initiated and sustained and as appropriate to the pace of society and changing world issues.

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

### **Strategic Priorities**

Strategic Priorities are the major areas that must be addressed in order to move forward the district's vision. These often begin with a focus on student achievement and may include human resources, safe schools, facilities, infrastructure, fiscal management, and communication.

*Provide safe, healthy, positive learning environments.*

*Ensure that all students within the SMCS D reach high levels of achievement.*

*Maintain sound fiscal discipline and operations.*

*Attract, retain and inspire highly qualified staff.*

*Engage the community by building strong, constructive relationships  
with students, parents and local groups.*

08/25/11



DRAFT

## **Sausalito Marin City School District Governance Protocols**

Effective governance teams discuss and agree on the formal structures and processes used by the board and superintendent in their functioning as a team (e.g., agenda structure, visiting schools, handling complaints or concerns from the community, bringing up a new idea); how boards operate, and how they do business. Protocols are the established code of procedures that the governing board develops to ensure effective and consistent communications, relationships, and interactions in the school district and learning community. Protocols are agreements made by the trustees and superintendent that, if broken, hurt the team and the district.

### Protocols – Community

- Attend community or county meetings when possible for increased visibility
- Notify board president/superintendent if not attending a designated community meeting
- Be clear if attending a meeting that you are not representing the board
- Share pertinent information at board meetings

### Protocols – Self

- Assume positive intent
- Handle issues proactively to minimize controversy at the board level
- Clarify comments to ensure mutual understanding
- Clarify issues with the individual, so that they are resolved in a timely manner
- Agree to respect the decision and move on together (respectfully agree to disagree and move on)
- Take the time necessary to become knowledgeable about the work of the district by visiting class rooms, attending all meetings, and seeking information from administration and staff as required
- Seek to be informed by asking timely and substantive questions
- Attend local school events, educational conferences, workshops, and training sessions
- Network with community leaders and trustees from other districts

DRAFT

DRAFT

## Governance Protocols

These protocols are structure and process agreements about how the Governance Team operates and conducts business.

Procedure	Agreement/Written Protocol
Individual board member requests for information	<p>The intention of the protocol is to keep the superintendent informed of requests for information; to encourage efficient and effective flow of information; and to ensure that information requests are relevant to the mission of the district.</p> <ol style="list-style-type: none"><li>Trustees are encouraged to directly ask questions of the superintendent or district office staff.<ul style="list-style-type: none"><li>A trustee will ask the superintendent for assistance when additional information is needed.</li></ul></li><li>The staff being asked should be prepared to provide available and relevant information.<ul style="list-style-type: none"><li>Staff will notify the superintendent and the trustee if a question or request is overly time-consuming. Superintendent will discuss this with the individual trustee.</li><li>All safety issues are immediately directed to the principal and superintendent.</li></ul></li><li>Individual relevant questions and responses will be distributed among all trustees.</li><li>If question is from a trustee acting as a parent, the question is between the school and the trustee acting as a parent.</li><li>Trustee will attempt (insofar as possible) to let the superintendent know when requests for information will be made in a public forum so the staff can be prepared to provide a thorough response.</li></ol>
Individual board member requests for discussion or action	<ol style="list-style-type: none"><li>When an individual trustee requests discussion or action, he/she will present that information to the superintendent/board president to determine the appropriate action or discuss the request during open session of a regularly scheduled board meeting.</li><li>The trustee may request that this issue or action be placed on the board agenda.</li><li>If the request for action results in a change of normal operating procedure, the superintendent/board president will be notified immediately and will determine next steps.</li><li>The authority to act rests only with the full board at the board table (quorum).</li></ol>
Use of district committees <ol style="list-style-type: none"><li>Board appointed committees</li><li>Superintendent appointed committee (with board</li></ol>	<ol style="list-style-type: none"><li>Roles, expectations, attendance, outcomes, and rules of board appointed committees will be clarified based on board policy.</li><li>Board members do not vote on board appointed committees.</li><li>The board appointed committees make recommendations to</li></ol>

DRAFT

Procedure	Agreement/Written Protocol
<p>attendance)</p> <p>c. Staff committee (without board presence)</p>	<p>the board and draft resolutions or policies as applicable.</p> <p>d. The board president is responsible for making committee appointments.</p> <p>e. Staff/Superintendent appointed committee (with board attendance). The board president appoints trustees to the committee. The committee advises the superintendent. Committee purpose and role as an advisory body is clarified regularly based on board policy.</p> <p>f. Staff committee (without board attendance). The committee advises the superintendent. Committee purpose and role as an advisory body is clarified regularly.</p>
<p>Board/superintendent communications</p>	<p>a. The superintendent will prepare a updates to the board summarizing the relevant and important district and school site issues and listing key superintendent meetings as appropriate.</p> <p>b. Superintendent will create regular discussion opportunities for trustees to meet individually with superintendent, consistent with Brown Act regulations.</p> <p>c. The board may question and receive explanation for any administrative decision.</p> <p>d. Issues discussed are kept confidential.</p>
<p>Handling complaints from the community, or concerns from public or staff</p>	<p>a. Compliance with policy (BP 1312.1, 1312.2, 1312.3, 1312.4)</p> <p>b. Uniform Complaint Policy required by law</p> <p>c. Superintendent's Contract – all complaints are referred to the principal, and/or superintendent.</p> <p>d. Listen carefully and remember it is only one side of the story. Clarify comments to ensure mutual understanding. Direct the person to the person in the district most appropriate and able to help them resolve their concern – teacher, then principal, then superintendent. Make them aware of the Uniform Complaint Policy. Clarify that board members do not have individual authority to fix a problem. Invite the person with the complaint to ultimately get back to you if the issue is not resolved.</p> <p>e. Notify the superintendent when issues of concern.</p> <p>f. Ask the superintendent to help get more information if needed.</p> <p>g. Ask for follow up if needed.</p>
<p>Visiting schools</p>	<p>a. Visits are encouraged. As a professional courtesy, trustees will call the principal or superintendent ahead of time to arrange the visit. Trustees will also be cautious about length of visits and protecting the learning environment/classroom</p> <p>b. The superintendents will ensure the principals and teachers know they don't need to stop a lesson for a board member visit</p>
<p>Board meetings</p>	<p>a. There will time at the beginning of each board meeting for staff, student and community recognition or celebration</p>

Procedure	Agreement/Written Protocol
	<ul style="list-style-type: none"> <li>b. Board packets/materials will be completed and delivered by the weekend before each board meeting to allow for ample reading and preparation time. This includes seeking answers to questions from the administration that will enhance understanding of the material and make for a more efficient use of time during the Board meeting.</li> <li>c. Issues discussed at closed session are kept confidential.</li> <li>d. Respect decisions and move on together.</li> <li>e. If a trustee has a concern about another trustee's comments or behavior during a board meeting, they will seek clarification with that person directly within 24 - 48 hours (as possible) following the meeting.</li> <li>f. Honor time; be succinct in presentation of options.</li> </ul>
Voting no	<ul style="list-style-type: none"> <li>a. Although consensus is preferred, each trustee respects the right of other trustees to vote "no" on an issue. As a courtesy to the team, reasons for the "no" will be explained either during discussion or before casting the vote.</li> </ul>
Self-monitoring of governance team effectiveness	<ul style="list-style-type: none"> <li>a. Annual self-reviews will be conducted during board meetings. Special workshops will be held at least annually for evaluation or goal setting.</li> </ul>
Communications	<ul style="list-style-type: none"> <li>a. A timeline and calendar that include board discussion items will be developed and reviewed annually.</li> <li>b. Board and Staff <ul style="list-style-type: none"> <li>• Agreement to ask each other clarifying questions goes in both directions</li> <li>• Give and receive with positive intent.</li> </ul> </li> <li>c. Create opportunities to have more informal interaction. Board members will participate in other community activities as appropriate in order to be more visible with the community as trustees.</li> <li>d. When the trustee group receives an e-mail with a copy to the superintendent, the board president will respond within 24 - 48 hours as possible (and copy the superintendent on the reply e-mail). As appropriate, the board president may ask the superintendent to respond.</li> <li>e. When trustees are copied on an e-mail, the superintendent will respond within 24 - 48 hours (and copy all Trustees on the reply e-mail).</li> <li>f. Trustees will not engage in an e-mail dialogue with more than one other trustee.</li> </ul>



August 9, 2011

## SUMMARY OF FSG RECOMMENDATIONS PREPARED FOR SMCSO BOARD

### BACKGROUND

Supported by a grant from the Marin Community Foundation, FSG was retained by the Sausalito Marin City School District (SMCSD) Board to facilitate its engagement with the community on the district's vision for success, to inform the decision about the district's future structure and to advise on the leadership search for a new superintendent. From March 2011 through to July, 2011, FSG conducted the following activities:

- Three community engagement meetings
- School visits with board members to both district-run and charter schools in the bay area
- Secondary research on school and district success
- Modeling and analysis of the district's financial situation
- Gathering community input on qualities needed in the Superintendent and drafting an initial job search description (although further activities on this front were suspended pending negotiations with the Marin County Office of Education)

In the course of our work, FSG's main role was to support the Board's decision making processes by sharing information and analysis and facilitating productive interactions among Board members and among the Board members and the community. Secondly, at the conclusion of this phase of work, we would also like to offer a set of FSG's recommendations – our own point of view – on the steps which the SMCSD Board should take to deliver on its vision.

### FSG RECOMMENDATIONS ON KEY AREAS OF EXECUTION

- 1) **SMCSD Board Should Formally Adopt the Vision of Success for All Students.** Over the past year the Board, with input from the community, has crafted an ambitious vision for the district where "*All students are academically and socially prepared for success on the path to college and career.*" All Board members agree that this high-level vision should guide the District's actions in the future. The Board should move to adopt this vision formally and use it to guide subsequent actions.
- 2) **SMCD Board Should Prioritize Leadership and Talent Management, Starting with the Superintendent.** Research, observations during school visits and experience confirm that it is people

dedicated to the success of all students in the district at all levels – superintendent, district staff, teachers, support staff – who are going to make the vision a reality. Therefore:

a) **Formally Hire a Permanent District Superintendent in 2012.** The District, at the recommendation of the Marin County Office of Education, has hired Valerie Pitts (a Superintendent at the neighboring Larkspur school district) on a part-time basis to lead the SMCS D district over the next year. FSG believes that the SMCS D Board should:

- i. Define expectations and benchmarks for the Superintendent. Based on our work with the district these expectations must include:

**Preparing Students for College and Career**

- Ensuring that all students within the SMCS D 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 SMCS D 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 SMCS D meets its academic, fiduciary and other county, state and federal education department requirements.

- ii. Formally evaluate the Superintendent's performance as of January 2012 with independently gathered 360° feedback from school board members, district and school staff and a sampling of parents.
- iii. Hire a Superintendent in a permanent capacity in the context of a formal search.

b) **Task the Superintendent with Human Capital Management as a top priority.**

- i. *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.
- ii. *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.
- iii. *Foster Collaboration and On-the-Job Training:* Identify staff Professional Development areas and provide targeted support.
- iv. *Manage Responsively:* Help school leaders to effectively manage their staff and take feedback.

**3) Increase Oversight in District Financial Management**

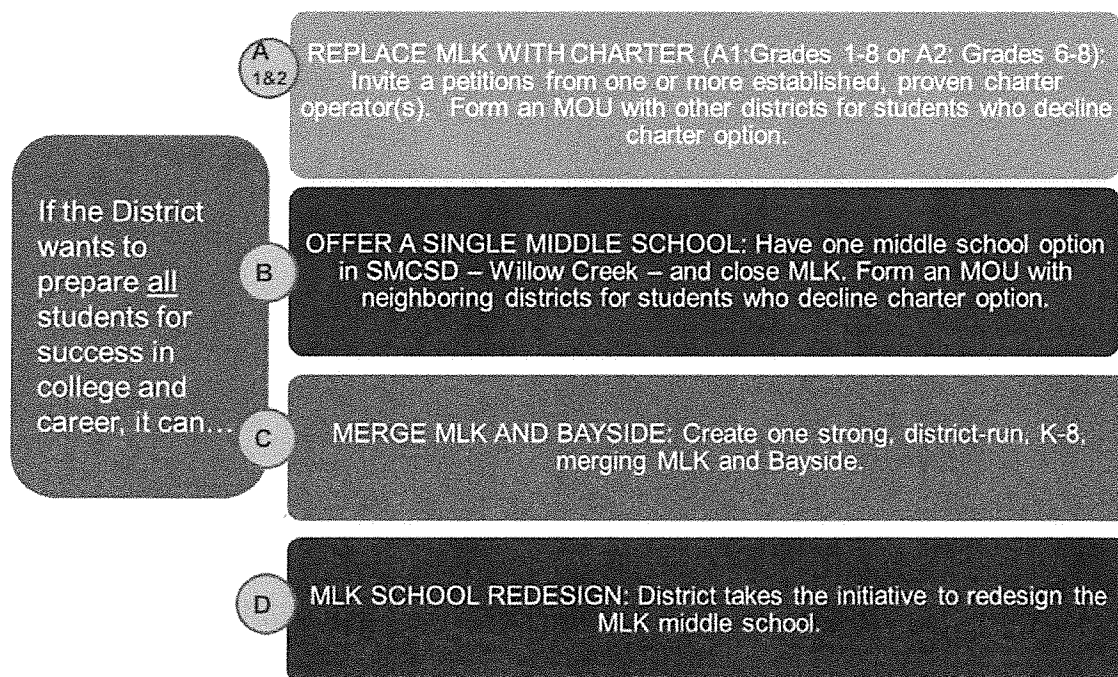
a) **Bring Back a Finance/Operations Committee.** Ensure oversight of department-level budgeting and other financial decisions – include representatives from the board and relevant departments.

- b) **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).
  - c) **Get Leaner.** Engage and empower department heads to drive change with an emphasis on efficiency, elimination of waste and redundancy.
- 4) **Strengthen Board Processes**
- a) **Increase Communications with District and School Leaders – Particularly Concerning School and District Performance.** Develop reporting mechanisms and ability to discuss actions taken to address issues
    - i. 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.
    - ii. Enforce High Expectations for Student Achievement: Instructional program is rigorous, college-prep, with scaffolding to ensure students meet achievement goals.
    - iii. Prepare Students for Transitions: Backwards map K-8 curriculum from HS requirements.
    - iv. 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
  - c) **Create More Opportunities for Contact with the Community.** Maintaining communication with the community – especially parents and community leaders – should be done at all levels within the district – teachers, principals, district leaders and the Board. Board members in particular should seek more opportunities to interact with community members at events other than formal board meetings using the formal comment period.

## FSG RECOMMENDATIONS ON DISTRICT RESTRUCTURING OPTIONS

Many options were considered in aligning the district structure with the vision, but a narrower set of feasible choices emerged (see Figure 1).

Figure 1. Feasible SMCSD Restructuring Choices



Although none of the choices present a “silver bullet” solution, the district should:

- 5) **Invest in a Re-Design Program for MLK.** Currently the district is pursuing an de-facto re-design of MLK – with new leadership, turnover in 3 of the 4 teaching positions – but should launch a formal re-design process for the school that includes the following actions:
  - a) **Create a Re-design Team and Process.** Assemble an advisory team that includes Board members, the Superintendent, parents and external experts to launch the process. This team could benefit from the experience of other districts in the Bay Area (especially Oakland Unified) in determining the steps in the process from choosing an academic “concept” (e.g., arts/technology focus) to engaging community members and re-branding the school.
  - b) **Hire a Full Time Principal in 2011.** Hire in a full-time principal to lead the actual transition and school re-opening process in 2011/early 2012.
- 6) **Take Action to Ensure Meaningful Changes at MLK**
  - a) **Adopt a Review Timeframe and Monitor Progress.** The success of the district's re-design process should be evident in a 2.5-3 year timeframe (~1year for the re-design effort itself to launch the new school in the Fall 2012, 1 year to observe changes in culture and discipline, 1 year to observe significant changes in student performance through grades, frequent skills-based testing, formal CA testing)
  - b) **Take Action Based on Results.** Should significant progress not be observed by mid-2014, the SMCSD Board should pursue an outside provider with expertise to take over MLK and turn it into a high performing middle school with the option of offering a K-8 education (or a Middle School and High School combination) pending results for students. Should no charter candidate with sufficient credibility and experience emerge during the cultivation process the Board should move to offer a single Middle School in the district (Willow Creek Charter School) and allow students who opt out from the charter model to attend schools in neighboring districts per formally negotiated agreements.



Table 1: Table of District Re-Structuring Options

Options	Impact on Student Success	Other Pros	Other Cons
A 1&2: Replace MLK with Charter	<ul style="list-style-type: none"> <li>• <b>Positive for most students:</b> Established operator could bring in a model and academic program proven to work with students</li> <li>• Diversity of educational options would increase likelihood of fit with student needs</li> <li>• Some parents would choose out of district placement</li> </ul>	<ul style="list-style-type: none"> <li>• New organization can provide a fresh start, new reputation and change community perception</li> <li>• School would have increased flexibilities vis a vis collective bargaining arrangements and Ed Code restrictions</li> </ul>	<ul style="list-style-type: none"> <li>• Need high-quality operator with a proven track record to persuade parents and provide viable option (counter local opposition)</li> <li>• Unless relationship is built now, have to wait until '12-'13 school year</li> <li>• Still need to provide options for students who "opt out" (i.e. don't attend either WC or new middle school)</li> <li>• District would need to evaluate agreements vis a vis WC – make a case for differing resource allocations and relationships</li> </ul>
B: Offer a Single Middle School	<ul style="list-style-type: none"> <li>• <b>Positive for most students:</b> WC has high outcomes for diverse body of students and other local district schools have strong academic performance</li> <li>• However, WC does not succeed with all students – would those students succeed in other local district schools?</li> </ul>	<ul style="list-style-type: none"> <li>• Students have opportunity to attend local, high-performing school</li> <li>• With school closure, district has significant resources to put towards students in other placements</li> </ul>	<ul style="list-style-type: none"> <li>• Not clear WC and other districts will be interested in taking in MLK students and/or what the cost will be for these arrangements</li> <li>• Community will likely opposed closing the local school without another Marin City option</li> <li>• Are out of district schools able to serve SMCS student needs and get them on a path to college?</li> </ul>
C: Merge MLK and Bayside	<ul style="list-style-type: none"> <li>• <b>Potentially positive:</b></li> <li>• Merger itself would not change outcomes for students – would need outstanding and stable leaders, teachers, oversight</li> </ul>	<ul style="list-style-type: none"> <li>• Combines grade levels easing transitions</li> <li>• Makes students immediately a part of a larger school community</li> <li>• Opportunity for one principal to oversee both schools in a sustainable way</li> <li>• Increased sharing of resources (funding, staff, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult to change perceptions and reputation of the school</li> <li>• Difficult to increase enrollment (small population in the district)</li> <li>• Significant community opposition depending on school location</li> </ul>

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

**Sausalito Marin City School District  
Strategic Priorities and Goals**

**DRAFT**

***Provide safe, healthy, positive learning environments***

- Implement HKS Survey grades 5 and 7.
- Implement No Bully program.
- Implement Aeries discipline tracking.
- Implement positive behavior management systems district wide.
- Review, implement and monitor wellness policies.
- Explore working with National Equity Project.

***Ensure that all students within SMCS D reach high levels of achievement***

- Improve in academic achievement +30 points on CST/API at each grade level.
- Implement quarterly benchmark assessments cycles of improvement (PDSA) and report scores.
- Purchase and implement accelerated intervention curriculum and tools for student learning.
- Implement Aeries parent and student portals.
- Provide instructional and leadership coaching for teachers and administrators.
- Convene Re-Design Committee and develop action plan.

***Maintain sound fiscal discipline and operations***

- Convene Finance Committee.
- Analyze budget; complete long range forecast; align spending with goals (programs/students).
- Consider Fiscal Crisis and Management Assistance Team (FCMAT) Health Risk Indicator goals.
- Revise and implement business processes – position control, payroll, budget reporting.

***Attract, retain and inspire highly qualified staff***

- Provide rigorous evaluations and support for continuous improvement for all staff.
- Provide timely evaluation; require goal setting, progress reporting and self-reflection.
- Provide leadership opportunities for staff.
- Ensure accountability for each and every job function; focus on student achievement.

***Engage the community by building strong, constructive relationships with students, parents and local groups***

- Facilitate ongoing collaboration with after school service providers and focus on alignment with a common goal - student achievement.
- Engage community advocates in regular meetings with the Superintendent and Board of Trustees.
- Prepare and communicate schedule(s) of parent education events, outreach meetings, open houses and volunteers.
- Implement Connect Ed communication and provide access to computers for parents.

09/08/11

# Sausalito Marin City School District

## Bayside School

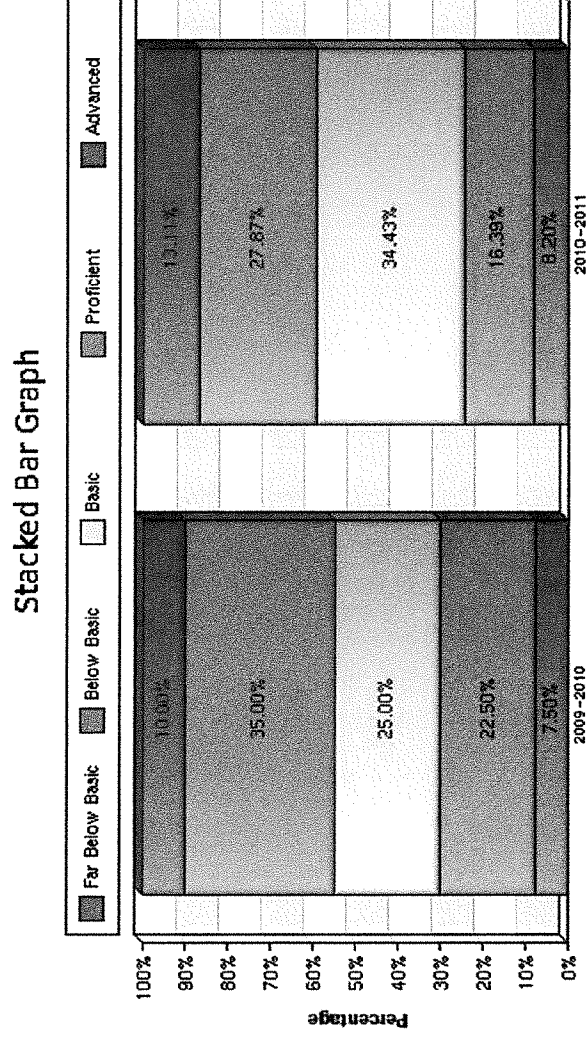
### ELA Year to Year Comparison 09 to 10

2009-2010	2010-2011	change	% change
Advanced 2	0	-2	-5.71
Proficient 10	11	1	1.98
Basic 18	16	-2	-6.98
Below Basic 4	8	4	10.79
Far Below Basic 1	1	0	-0.08
Total Represente 35	36	1	N/A

# Sausalito Marin City School District

## Bayside School

- ELA YEAR TO YEAR COMPARISON 09 to 10
- STACKED BAR GRAPH



# Sausalito Marin City School District

## Bayside School

### ELA YEAR TO YEAR COMPARISON 09 to 10

### SCORING BAND GRAPH

Scoring Band Graph



# Sausalito Marin City School District

## MLK School

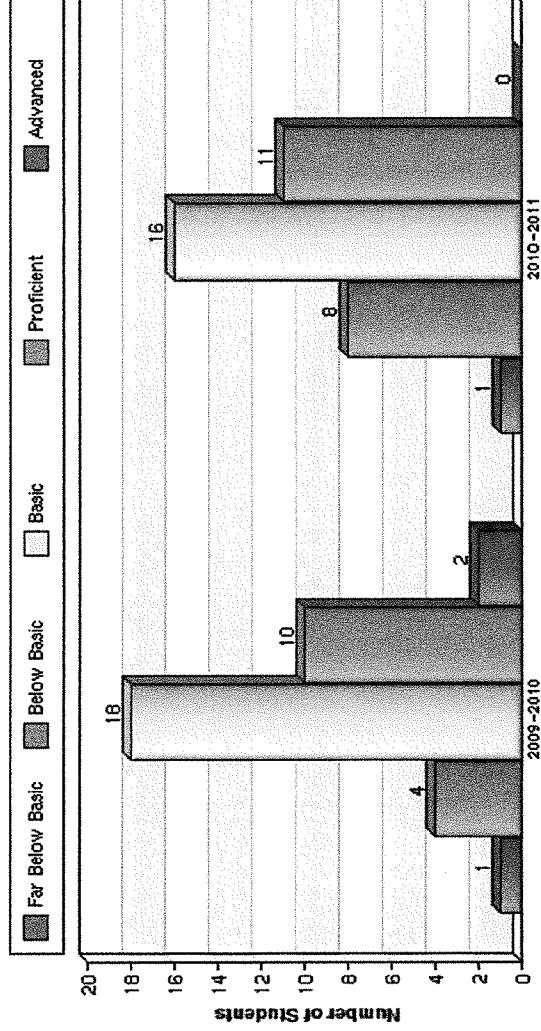
- ELA Year to Year Comparison 09 to 10

	2009-2010	2010-2011	change	% change
Advanced	2	0	-2	-5.71
Proficient	10	11	1	1.98
Basic	18	16	-2	-6.98
Below Basic	4	8	4	10.79
Far Below Basic	1	1	0	-0.08
Total Represente	35	36	1	N/A

# Sausalito Marin City School District

## MLK School

- ELA YEAR TO YEAR COMPARISON 09 to 10  
SCORING BAND GRAPH





# Sausalito Marin City School District

## MLK School

- ELA YEAR TO YEAR COMPARISON 09 to 10
- STACKED BAR GRAPH



# Sausalito Marin City School District

## Bayside School

- Math Year to Year Comparison 09 to 10

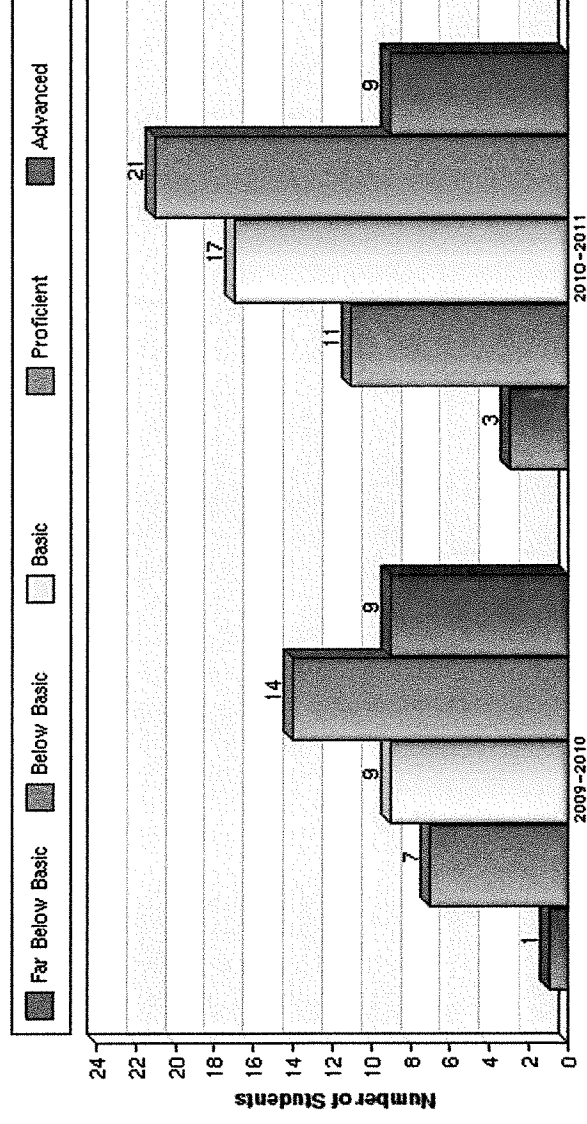
	2009-2010	2010-2011	change	% change
Advanced	9	9	0	-7.75
Proficient	14	21	7	-0.57
Basic	9	17	8	5.37
Below Basic	7	11	4	0.53
Far Below Basic	1	3	2	2.42
Total Represente	40	61	21	N/A

# Sausalito Marin City School District

## Bayside School

- Math Year to Year Comparison 09 to 10  
SCORING BAND GRAPH

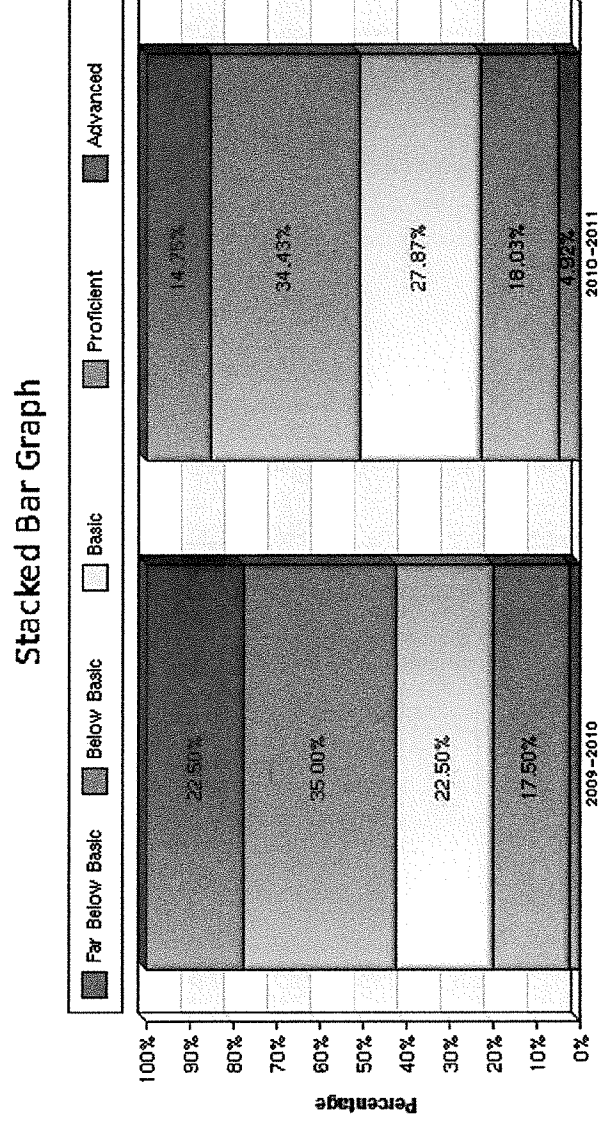
Scoring Band Graph



# Sausalito Marin City School District

## Bayside School

- Math Year to Year Comparison 09 to 10  
STACKED BAR GRAPH



# Sausalito Marin City School District

## MLK School

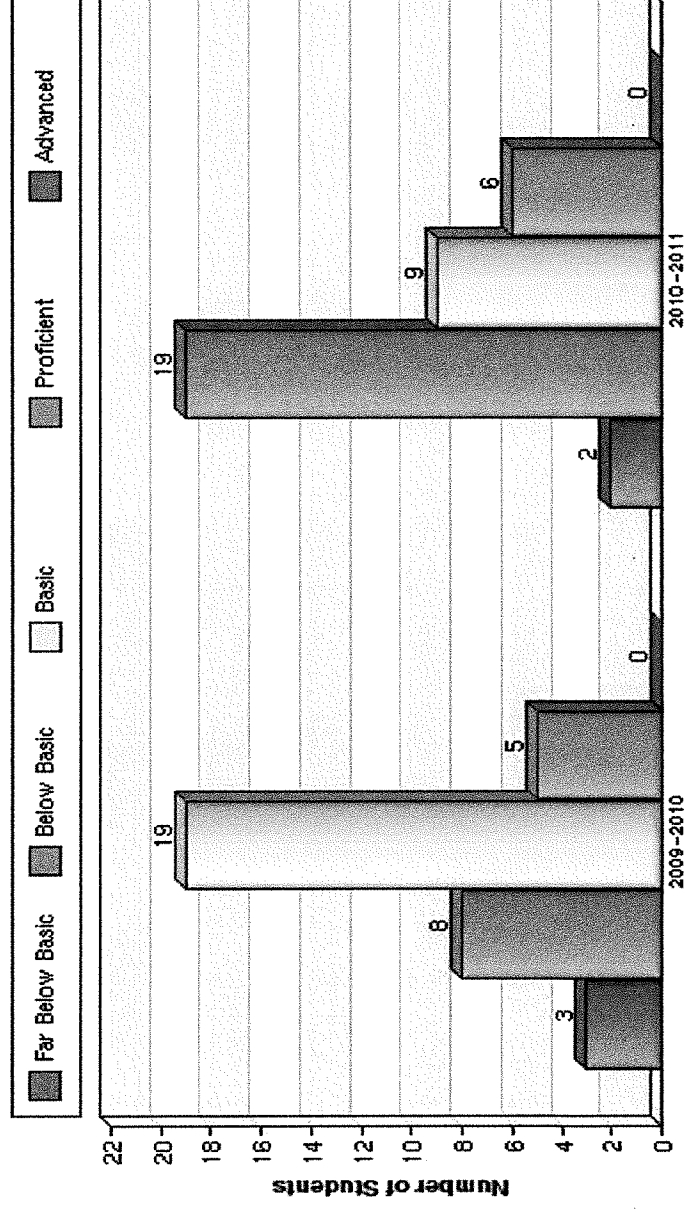
- Math Year to Year Comparison 09 to 10

	2009-2010	2010-2011	change	% change
Advanced	0	0	0	0.00
Proficient	5	6	1	2.38
Basic	19	9	-10	-29.29
Below Basic	8	19	11	29.92
Far Below Basic	3	2	-1	-3.02
Total Represente	35	36	1	N/A

# Sausalito Marin City School District

## MLK School

- Math Year to Year Comparison 09 to 10
- ### SCORING BAND GRAPH



# Sausalito Marin City School District

## MLK School

- Math Year to Year Comparison 09 to 10
- STACKED BAR GRAPH

