Sausalito Marin City School District Agenda

Created: April 25, 2011 at 03:39 PM



Regular Board Meeting April 28, 2011

Thursday, 07:00 PM
District Office
630 Nevada Street
Sausalito

Sausalito Marin City School District Board Meeting Procedures

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

Agendas are posted 72 hours in advance of a regular board meeting.

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

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

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

CLOSED SESSION: 6:40 PM

PEN/REGULAR SESSION: 7:00 PM

PUBLIC HEARING: 7:10 PM (5 minutes unless public comment requires

longer)

RESUME REGULAR SESSION: 7:15 PM

CALL TO ORDER

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

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

CLOSED SESSION

1. With respect to every item of business to be discussed in Closed Session pursuant to Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR θ

Negotiator for: Sausalito Marin City School District: Alison Neufeld Negotiations with: California School Employees Association (CSEA)

2. With respect to every item of business to be discussed pursuant to Government Code

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The Board will meet with Legal Counsel, Alison Neufeld.

OPEN SESSION

- **1.** Report Out from Closed Session a
- 2. Pledge of Allegiance (D)
- 3. Approval of Agenda Order (9)
- 4. Remembering Charles McGlashan (D)

The Sausalito Marin City School District Board of Trustees would like to publicly acknowledge and take a moment to remember the strong friendship and political alliance that Charles McGlashan, Marin County's Third District Supervisor, provided to all constituents in this area, particularly those of us in the Sausalito Marin City School District. We are saddened by his passing on March 27, 2011. He truly was a friend to public education.

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

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

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA)

- **1.** Superintendent Debra A. Bradley, Ed.D. will sunshine the District's proposed initial contract proposal for active employees.
- 2. Public Hearing (D)

The Board will hear public comment prior to adopting the District's proposed initial proposal to the California School Employees Association.

3. Board Action to Accept the District's Initial Proposal to the California School Employees Association for Active Employees ϕ

EDUCATION

- 1. Principal's Report Bayside Elementary School (1)
- 2. Principal's Report Martin Luther King, Jr. Academy (9)
- 3. Head of School's Report Willow Creek Academy (7)
- 4. Enrollment Report ϕ

Status of enrollment for Bayside School, Martin Luther King Jr. Academy, and Willow Creek Academy, effective April 21, 2011

BUDGET

1. Willow Creek Academy Financial Report (D)

Review of financial statements for the the month of March 2011

- 2. After School Program Grant Reductions: Effective July 1, 2011 The California Department of Education is required by California Education Code to reduce grant awards to after school program sites the fall below the targeted level of attendance. Martin Luther King, Jr. Academy (MLK), which received a grant award of \$27,000 for the 2010/2011 school year, has fallen into that category. Subsequently, beginning with the 2011/2012 school year, the grant award to MLK will be reduced to \$16,682.
- 3. Extension of Agreement of Strategic Plan to Phase II with FSG Social Impact Consultants with Funding Provided by the Marin Community Foundation Discussion and Possible Action.

FACILITIES

- 1. Projected Costs: Additional Custodial/Maintenance Services for Summer School The campus at Martin Luther King, Jr. Academy will be fully utilized by both the Hannah Project and Aim High for summer school 2011. At the request of Trustee Karen Benjamin, attached are the projected increases in costs to accommodate these summer school sessions. The Board will consider use of facilities fees for these summer school programs.
- 2. Tree Planting Request Board consideration of a tree planting per homeowner request
- 3. MLK Acoustical Panels Artwork Presentation Board consideration of proposed artwork

CONSENT AGENDA

- 1. Approval of the minutes of the special board meeting of March 22, 2011 (V) (C)
- 2. Approval of the minutes of the regular board meeting of March 24, 2011 (V) (C)
- 3. Approval of the minutes of the special board meeting of April 4, 2011 (V) (C)
- 4. Approval of the minutes of the special board meeting of April 7, 2011 (V) (C)
- 5. Approval of the minutes of the special board meeting of April 11, 2011 (V) (C)
- 6. Approval of the Quarterly Report: Williams Act
- 7. Approval of the School Site Council Waiver Request (V) (C)
- 8. Approval of Field Trip to Tamalpais High School (V) (C) Address: 700 Miller Avenue, Mill Valley Date: 04/29/11 Teachers: Mr. Price, Ms. Storek, Ms. Condra Grades: 6/7/8 Event: Annual County Track and Field Meet Funding: MLK Wells Fargo Donation Cost: Bus \$250
- 9. Approval of Field Trip to Schumaker Beach (V) (C)

Address: Sausalito Date: 04/22/11 Teachers: Banks/Scullion Grades: K-1 Standards

Supported: Children and teachers will honor Earth Day by doing community service at the beach

Cost: No cost to District

10. Acceptance of the retirement of Employee #47017 (*) (C)

11. Payment of Warrants (*) (C)

Payment of warrants under:

Batch 52 Fund 01 in the amount of \$259,226.20 Batch 52 Fund 40 in the amount of \$438,687.09 Batch 53 Fund 01 in the amount of \$36,314.53 Batch 53 Fund 13 in the amount of \$1,810.07 Batch 53 Fund 40 in the amount of \$43,432.00 Batch 54 Fund 01 in the amount of \$92,191.45 Batch 54 Fund 13 in the amount of \$2,102.14 Batch 55 Fund 01 in the amount of \$256,516.39 Batch 55 Fund 13 in the amount of \$884.00 Batch 55 Fund 40 in the amount of \$6,700.00

Batch 56 Fund 01 in the amount of \$8,594.93 Batch 56 Fund 13 in the amount of \$4,633.88

12. Approval of the hire of employee #47002 to teach Special Education Extended Year for 2011 summer school. Funding to be provided by the Marin County SELPA.

The District is obligated to provide a summer session, known as Extended School Year (ESY) to special education students who have not met their IEP goals during the regular year or who may suffer a regression in skills that is greater than their non-disabled peers. Our ESY program will be offered at Bayside Elementary and will operate for 19 days from June 20th to July 25th, Monday through Thursday, from 8:30 a.m.-12:30 p.m. The program will be paid for from special education funds for ESY. At the conclusion of the ESY program, we will submit our costs for reimbursement from the Marin County SELPA.

13. Bayside Elementary School Single Plan for Student Achievement (SPSA) and Martin Luther King, Jr. Single Plan for Student Achievement (SPSA)

Board consideraton/action to approve the plans as updated for the 2011/2012 school year

14. No Child Left Behind Act of 2001 Local Educational Agency Plan Update for the 2011/2012 School Year (P) (C)

Board consideration of the LEA Plan update for the 2011/2012 school year.

ADMINISTRATIVE AND EXTERNAL

1. Reopener Agreement between Sausalito Marin City School District and Sausalito District Teachers Association for July 1, 2009 thorugh June 30, 2011

The negotiating teams for Sausalito Marin City School District and Sausalito District Teachers Association met on numerous occasions to negotiate the reopener collective bargaining agreement. The parties agreed to maintain the 2009-2010 salary levels, and the current District contribution to health benefits of up to \$10,191 for the duration of the agreement. The District agreed to discontinue the biometric clock in exchange for the Association's dismissal with prejudice of its lawsuit regarding the biometric clock. The parties agreed to add language providing that the District may utilize progressive discipline for a unit member's failure to sign in. The parties agreed to allow unit members to use two days of accumulated sick leave at the unit member's discretion, for personal necessity. The parties also agreed to minor changes to payment for non-teaching and

extra curricular activities, and bereavement leave. With respect to fiscal impact, there is no increase to salary or benefits.

- 2. Agreements Between Sausalito Marin City School District and Mill Valley School District
 - 1. Tennessee Woods Agreement for 2011/2012 Addendum #9
 - 2. Tennessee Glen Agreement for 2011/2012 Addendum #11
 - 3. Mill Valley and Sausalito Marin City Attendance Agreement for 2011/2012 Addendum #2
- 3. School Accountability Report Cards 2009/2010 (9)

The California Department of Education requires that school districts annually complete a School Accountability Report Card (SARC), approved by the district's Governing Board, for each of their district's schools. School districts are also required to publicize such reports, and notify parents and guardians of students that a copy will be provided upon request. With the Board's consideration of the 2009/2010 SARCs, all current SARC requirements will be fulfilled for all three of the district's schools. The complete SARCs can be viewed on the District website, www.sausalitomarincityschools.org

- 4. Timeline for District Office Move to Permanent Martin Luther King, Jr. Academy/District Office Location (V)
- 5. District 2011/2012 School Calendar (9)

Board consideration of proposed calendar. Input provided by the Sausalito District Teachers Association and the California School Employees Association has been incorporated into the proposal.

6. Employee Appreciation 2010/2011 (v)

Board consideration of Resolution 636

7. Golden Bell Education Evening May 26, 2011 (D)

Board consideration of attendance at the Golden Bell Education Evening event

REPORTS

- 1. President's Report (7)
- 2. Board Members' Reports (P)

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

3. Superintendent's Report (v)

CORRESPONDENCE

1. Letter of April 15, 2011 from Marin County Office of Education regarding their review and analysis of District's Second Interim Report

ADJOURNMENT

SAVE THE DATE

1. Future District Board Meeting Dates (D)

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

May 12*

May 24 - Tuesday

June 9 - Two meetings in June

June 23

July 28 - One July meeting - summer break

August 11*

August 25

September 8*

September 22

October 13*

October 27

November 17 - One November meeting - holidays

December 8*

December 15

2. Future Charter School Meeting Dates (D)

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

May 18

June 15

3. Upcoming Dates and Important Events (a)

April, 26, 27, 28; May 3, 4 & 5 - California Standards Test (CST) STAR Testing, Bayside

April 28 - May 18 - California Standards Test (CST) STAR Testing, MLK

May 3-16 - California Standards Test (CST) STAR Testing, WCA

April 30 - Dancing with Your Star Family Dance Class*, 10:00 am - 11:00 am

May 7 - Dancing with Your Star Family Dance Class*, 10:00 am - 11:00 am

May 14 - Dancing with Your Star Family Dance Class*, 10:00 am - 11:00 am

May 18 - Lapathon - WCA, 10:00 am - 1:00 pm, MLK Field

May 18 - Open House - Bayside, 4:30 - 7:00 pm; Minimum Day

May 21 - Dancing with Your Star Family Dance Class*, 10:00 am - 11:00 am

- May 25 Open House MLK, 5:00 7:00 pm
- May 25 Open House WCA, 6:30 8:30 pm
- May 26 2011 Education Evening/Golden Bell Awards, Dominican University, 4:30 pm
- May 27 No School WCA
- May 30 Memorial Day No School All Schools
- June 6 8th Grade Graduation WCA, Place and Time to be Determined
- June 7 Kindergarten Step-Up Ceremony Bayside, 10:00 11:00 am, Bayside Multipurpose Room
- June 7 8th Grade Promotion MLK, 6:00 pm, MLK
- June 8 5th Grade Step-Up Ceremony Bayside, 10:00 am; Minimum Day, Bayside Multipurpose Room
- June 8 Crossing the Bridge WCA, 10:00 am, WCA Courtyard
- June 8 Last Day of School for Students All Schools; Minimum Day
- June 9 Last Day of School for Teachers Bayside & MLK
- June 10 Last Day of School for Teachers WCA
- *The Parent Center is located at 610 Drake Avenue in Marin City. Parents and community members are invited to attend.

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SAUSALITO MARIN CITY SCHOOL DISTRICT SUNSHINE PROPOSAL TO THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

Pursuant to Government Code Sections 3547, the Sausalito Marin City School District proposes to open the following articles contained in the Agreement between the Board of Trustees of the Sausalito Marin City School District and the California School Employees Association:

Article VI – Pay and Allowances

The District proposes to explore reasonable reductions in classified staff wages in light of the anticipated decrease in revenues for the 2011-12 school year due to state budget cuts, the continuing fiscal uncertainty, and the lack of work and funds that have necessitated significant reductions in force throughout the District.

Article VII - Employee Expenses and Materials

The District proposes to modify Article VII in accordance with business necessity.

Article VIII - Health and Welfare Benefits

The District proposes to cap health and welfare benefits at current levels in accordance with the negotiated agreement with certificated employees.

Article X – Vacation Plan

The District proposes to modify the provisions of Article X on a prospective basis.

Article XI – Leaves

The District proposes changes to Article XI in accordance with business necessity and current legal requirements.

Article XVIII - Negotiations Procedures

The District proposes to reduce the number of bargaining unit representatives who will be released from work without loss of pay when negotiations are scheduled during work hours.

Article XIX - Duration

The District proposes to negotiate the term of the expired agreement.

The District reserves the right to add, amend, delete and/or change any of these proposals.

Enrollment Count for 04/21/2011

Bayside

Grade	TOTAL
	17
de la companya de la 1	22
_	22
e en	18
e de la composition della comp	23
	20
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<u>122</u>

Decrease

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MLK

Grade	TOTAL
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	7
	3
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<u>42</u>

Decrease

2

Enrollment Count for 04/21/2011

WCA

Grade	TOTAL
O state of the sta	33
	34
e de la composition della comp	gune some transpropriment de la transpropriment de la construir de la construi
	24
4	20
5	
6	21
Alexandra de la la composition de la composition della composition	27

<u>219</u>

No Change

Willow Creek Academy Balance Sheet March 31, 2011

ASSETS

Current Assets Cash in US Bank Unrestricted Cash with Fiscal Agent/Trustee	\$	226,615.83 58,463.59		
Total Current Assets				285,079.42
Property and Equipment Buildings Accumulated Depr-Buildings Equipment Accumulated Depr-Equipment	- Market Market State Control	50,885.00 (13,568.00) 10,907.90 (4,674.00)) }	
Total Property and Equipment				43,550.90
Other Assets			-	
Total Other Assets			***************************************	0.00
Total Assets			\$	328,630.32
Current Liabilities State Unemployment Ins Payable Worker's Compensation Payable One-sixth Withholding Payable Summer 125 Plan Payable Short Term Loans	\$	2,488.64 (3,289.05) 63,363.90 4,899.25 5,000.00)	
Current Portion-Capital Lease Total Current Liabilities		12,275.20	-	84,737.94
Long-Term Liabilities Long Term Portion-Capital Leas		3,294.99	-	•
Total Long-Term Liabilities				3,294.99
Total Liabilities				88,032.93
Capital Beginning Fund Balance Net Income	***************************************	188,707.21 51,890.18	-	
Total Capital				240,597.39
Total Liabilities & Capital			\$	328,630.32

							Willow C.		Academy										1
				:			Cas	⊼ ≥											
Antonia Threaten Month of Month	Actual	Actual	Actual	Actual	Actual	Actual	_	Actual	_	rorcast	Forcast	rorcast	Total		Estimated Budget	top			
Actuals Inrough Bonth of March	dinc of	Aug	dec	130 55	MOV									a jagono	Summen bouger	nger			
A. beginning cash B. Reveniles	183,830	194,383	138,409	1/0,962	133,333	100,601	104,/13	7)6'667	, 616,611	7 000'007	101,022	11.3,100	oco'co:	•	ACCIUAIS VAI	3			
In Lieu Tax Portion - 100%			154,032	68,459	68,459	68,459	68,459	68,459	184,470	92,235	92,521	92,521	958,074	1,046,443	88,369	0			
State Aid Portion - 0%													0						
Block Grant - Categorical/Incl EIA					22,253		31,623	10,541		1,312	20,916	2,573	89,218	129,985	40,767	0			
California Lottery			Ş	336			,	8,963	30	5,737			15,036	26,883	11,847	0 (20,000	3,216	
CA Primary (K-3) Class Size Reduction			3	1,0/1-	0	3	19,814		23,010		9	,	41,816	78,246	35,430	o 6			
Child Nutrition School Program			ć	0 \$5,5	6,082	404	959,9	3,728	25	796,	0,489	4,326	39,592	4,0,4	14,482	0 275			
Other State Revenue			<u>167</u>	6			1,314	3,382	\$ 5	3 5	/67	/87	12,221	4,000	± 5	c76's-	93.050	007.0	
Federal Revenues				28,500			25,495		3,181	15,219			72,395	6/0/8/	28 C	-	37,858	2,438	
reperal Revenues/r 1 Deferred	8	ä	9	1 551	ĸ	00	1 688	ž	2	163	163	163	4000	4 000	o c				
Executive Properties Food Service Revenue	3	3	1 963	719	3.741	645	2.280	3 =	2384	1 737	1954	1 737	17, 157	21,714		4.557			
Grant. District			90.000	2	ŝ	000'06		•	47,402			50,695	278,097	278,097	0	0			
Grant, Art			5,040	207	62	286	385	245	158	200	700	202	7,000	7,000	0	0			
Grant, Music							25,000						25,000	25,000	0	0			
Grant, Nutrition									10,000				10,000	10,000		0			
Grant, LKC/Art Fest/Tech Grant						25,000							25,000	25,000		0			
Grant, Spanish							30,000						30,000	30,000	-				
Total Revenues	29	85	251,388	102,041	100,639	184,873	215,997	101,553	271,300	121,727	122,500	152,474	1,624,607	(,813,517	193,678	4,768 1,	1,813,517		
C. Disbursements												377.00	-000 000	100		d			
Certificated	9,333	9,333	96, 163	91,770	99, 133	91,463	91,083	92,868	102,853	93,113	93,113	93,113	963,337	963,337		3 (
Classified	2,414	5,848	18,690	17,587	19,520	17,426	18,723	20,116	19,995	20,591	20,591	20,591	202,092	202,092		-			
Employee Benefits	4,996	5,358	18,283	18,041	19,740	010,81	17,840	18,140	19,707	17,/1	01//1	01/'/1	193,251	193,201		5 6			
Books and Supplies	25	12,145	19,032	9,315	11,640	6,269	1,165	27,778	16,219	23,004	23,004	23,004	1/3,500	1/5,600		5 6			
Services & Uperational Expenses	5)00'c	7,093	15,333	10,708	0,003	, 20 00, 30 10,	199'91	12,230	10,430	51,099	660'10	31,039 A 050	100,059	4 950		o c			
Capital Outray												2	999	70.586	70.586	۰ د			
SPED Formachment														10.000	10.000	• 0			
Debt Service Interest Payments	290	131	121	112	102	92	82	72	62	25	42		1,158	1,159					
Total Disbursements	22,661	39,908	167,623	147,531	156,788	145,220	145,554	171,270	169,331	186,175	186, 164	191,072	1,729,297	1,809,884	80,586				
Adiistments and Prior Year													1000	3.633					
Payroll Liabilities	-1,289	-732	747	-799	765	7,940	-8,862	542	888			800	0	ļ					
Payroll Reserve for Summer Pay			9,828	9,828	9,856	9,856	9,856	9,896	9,143	9,143	9,143	9,143	95,692	0	95,692				
Employee Receivable		-1,126	159	285	-1,156	490	262	262	823				0	0					
Current Year Receivable/Prepaid Expenses	1,513			-1,513	1							1,119	1,119	1,119					
Current Year Payable Short Term Loans Doughle				20	ફ								o c	0 0					
Debt Service Principal Payments	-1,949	-989	-998	-1,008	-1,018	-1,027	-1,037	-1,047	-1,057	-1,067	-1,078		-12,275	-12,275		0			
Prior Year Transactions: Accounts Receivable	91,249	32,944	12,376	23,395									159,965	159,965					
Prior Year Transactions: Prepaid Expenses	2,027												2,027	2,027					
Prior Year Transactions: Accounts Payable	-6,824	-1,466	-71,103										-79,393	-79,393					
Prior Year Transactions: Deferred Revenue Drior Year Transactions: Loans Davable													0	- -					
Prior Year Transactions: Payroll Liabilities	-51,343	-46,983		-2,176									-100,502	-100,502					
Total Adjustments and Prior Year	33,385	-18,352	-48,993	28,061	8,399	17,259	219	9,654	9,797	8,076	8,065	11,062	66,633	-29,059	95,692				
Net Change and Ending Cash Balance																			
Net Change in Cash Position	10,753	-58,174	34,773	-17,429	-47,751	56,913	70,662	-60,063	111,767	-56,372	-55,599	-27,536	-38,058	-25,426					
Ending Cash Balance	194,383	136,209	170,982	153,553	105,802	162,715	233,377	173,313	285,080	228,707	173,108	145,572	145,572		162,972				
Reconciled: USbank	136,156	77,925	112,698	95,269	47,518	104,430	174,913	114,850	226,616	170,244	114,645	87,108	87,108						
Cash with Fiscal Agent	58,227	58,284	58,284	58,284	58,284	58,284	58,464	58,464	58,464	58,464	58,464	58,464	58,464						
Total All Bank Accounts	194,383	136,209	170,982	153,553	105,802	162,715	233,377	173,313	285,080	228,707	173,108	145,572	145,572						

Willow Creek Academy Income Statement

For the Nine Months Ending March 31, 2011

	July 1 Budget	Second Interim Revision	Actuals to Date	Remaining Budget	Percent
Revenues					
Revenue Limit Sources	995,664	1,046,443	680,797	365,646	65.06
Federal Revenues	87,403	122,865	79,567	43,298	64.76
Other State Revenues	202,592	243,398	128,501	114,897	52.79
Other Local Revenues	365,945	365,811	304,041	61,770	83.11
Total Revenues	1,651,604	1,778,517	1,192,906	585,611	67.07
Expenses					
Certificated Salaries	maa ma.	212.222		222.122	
Teacher Salaries	732,736	818,989	579,800	239,189	70.79
Administrator Salaries	163,000	144,348	104,198	40,150	72.19
Total Certificated Salaries	895,736	963,337	683,998	279,339	71.00
Classified Salaries					
Paraeducator Salaries	166,161	134,562	91,355	43,207	67.89
Supervisor Salaries	0	0	0	0	0.00
Office/Technical Salaries	63,779	67,530	48,964	18,566	72.51
Total Classified Salaries	229,940	202,092	140,319	61,773	69.43
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Employee Benefits					
OASDI/Medicare	85,712	84,400	60,490	23,910	71.67
Health and Welfare	37,621	43,443	32,240	11,203	74.21
Unemployment Insurance	8,067	9,310	7,379	1,931	79.26
Workers' Compensation	20,500	16,438	11,830	4,608	71.97
Other Benefits	35,000	39,598	28,177	11,421	71.16
Total Employee Benefits	186,900	193,189	140,116	53,073	72.53
Books and Supplies					
Books/Reference	15,000	15,000	16,607	(1,607)	110.71
Instructional Materials/Suppli	12,500	14,500	10,533	3,967	72.64
Supplies/Stores	12,500	13,100	19,291	(6,191)	147.26
Non-Capitalized Equipment	10,000	40,000	11,377	28,623	28.44
Non-Capaltized	0	0	0	0	0.00
Food Service Supplies	89,000	93,000	48,781	44,219	52.45
Total Books and Supplies	139,000	175,600	106,589	69,011	60.70
Services/Operating Expensts					
Travel/Conferences	0	0	0	0	0.00
Dues/Memberships	3,500	3,500	1,423	2,077	40.66
Insurance	5,000	5,000	2,934	2,066	58.68
Rentals/Leases/Repairs	38,521	42,793	4,657	38,136	10.88
Professional Services	109,901	195,892	79,817	116,075	40.75
Communications	12,300	12,300	4,973	7,327	40.43
Total Services/Operating Expenses	169,222	259,485	93,804	165,681	36.15

Willow Creek Academy Income Statement

For the Nine Months Ending March 31, 2011

	July 1 Budget	Second Interim Revision	Actuals to Date	Remaining Budget	Percent
Capital Outlay Sites/Site Improvements	0	0	0	0	0.00
Capital Equipment	4,950	4,950	0	4,950	0.00
Total Capital Outlay	4,950	4,950	o	4,950	0.00
Other Outgo					
Other Transfers	10,000	10,000	-0	10,000	0.00
Total Other Outgo	10,000	10,000	0	10,000	0.00
Total Expenses	1,635,748	1,808,653	1,164,826	643,827	64.40
Other Sources and Uses					
Other Sources	0	0	0	0	0.00
Other Sources Charter School Loans	0	0	0	0	0.00
Total Other Sources	0	0	0	0	0.00
Other Uses					
Debt Service Interest	(1,159)	(1,159)	(1,064)	(95)	91.80
Debt Service Principal	(12,275)	(12,275)	(10,130)	(2,145)	82.53
Total Other Uses	(13,434)	(13,434)	(11,194)	(2,240)	83.33
Total Other Sources and Uses	(13,434)	(13,434)	(11,194)	(2,240)	83.33
Net Increase/Decrease in Fund Balance	2,422	(43,570)	16,886	(60,456)	

SAUSALITO MARIN CITY SCHOOL DISTRICT 630 Nevada Street, Sausalito, Ca 94965 415-332-3190/FAX 415-332-9643

MEMORANDUM

Date: April 20, 2011

To: Dr. Debra A. Bradley

From: Margaret Bonardi

Subject: Summer School Custodial Costs

Based on our conversations with both the Hannah Project and Aim High regarding the use of the sites on the MLK campus during the summer break, Forrest Corson has projected the increased labor necessary to adequately clean the district facilities:

Program Days: 34

Hours per Day: 3.5

Total additional hrs. 119

Cost per hour: \$23.06 (Includes taxes)

Total Labor Costs: \$ 2,740.57

Estimated cost for supplies: \$ 300 to \$ 500

Sausalito Marin City School District Minutes

Created: March 25, 2011 at 09:54 AM

Special Board Meeting March 22, 2011

Tuesday, 05:00 PM
District Office
630 Nevada Street
Sausalito

Attendees

Karen Benjamin Thomas Newmeyer Shirley Thornton Mark Trotter William Ziegler

Meeting Minutes

Trustee Mark Trotter participated via teleconference for the first portion of the meeting.

Superintendent Debra A. Bradley was absent.

Others Attending: Tenysha Adams, Nancy Johnson, Lakeshia Clay, Carol Cooper, Beatrice Morgan, Glenda Gentry, Barbara Morgan, Taneeja Striplin, Stacy Stewart, Guadalupe Martinez Beltran, Barbara Mason, Rainer Baker, Noheme Aguilar, Manuel Mazrieses, Edgar Maldonado, Esther Williams, Alexis Wise, Julius Holtzclaw, Rebecca Courtney, Mary DeMund, David Solo, Wendy Cliff, Ray Menaster, Robert Hollingsworth, Tenisha Tate, Barbara Geisler, A. Quamina, Megan Bolduc, Jenny Schmidt, Steve Knudsen, Lesia Knudsen, S. Ashby, Aaron Flaster, Clark Warden, Chad Carvey, Susan Newmeyer, Jennifer Atterman, Kristine Duran, Deandra Drike, Wesley, Ellen Franz, Elberta Eriksson, Frances Nelson, Melba Banks, Kahaya Adams, Marty Perlmutter, Sharon Turner, Demetrius McClinton, Teddy Southern, Tuon Nong, Elizabeth Walsh, Tonja Standley, Shamila Austin, Wesley Jones, Lisa Goodrich-Boyd, Pamela Dake, Jonnette Newton, Caloline Van Alst, Yolanda Morgan, Corinna Hensley, Vicki Nichols, Brandi Lemire, Kerry Peirson, Forrest Corson, S. Spoeng, Joanna Jones, Edgar Furlong, Donald Jen, Hillair Bell, Alison Niederer, Bob Crose, Matt Helmenstine, Jewel Barrow, ___ Hey, Bob Crose, Paris Lee, Annie Wilson, Alesia Cook, Hazel Goff, Brooke Toczylowski, Terrie Green, Royce McLemore, Susan Cassidy, Jeff Kutash, David Zapol, Kate Tallant and Kathy Blazei taking minutes

CALL TO ORDER

Minutes

DRAFT MINUTES

TO BE APPROVED BY THE BOARD OF TRUSTEES

AT THEIR REGULAR BOARD MEETING ON APRIL 28, 2011

'open mike', that cards would not be required and that individuals' public comments should be limited to three minutes each. Meeting Facilitators from FSG, Mr. Jeff Kutash and Mr. David Zapol, were introduced to facilitate discussion in three categories: Vision for the District, Search for a New Superintendent, and Structuring the District for Success. President Newmeyer read the Public Memo of March 10, 2011.

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

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

2. Approval of Agenda Order (4)

Minutes

The agenda order was approved.

STRATEGIC INITIATIVE/PLANNING

1. The Board of Trustees will gather community input on the district's vision, the search for a new superintendent, and how to structure the district for success. (D)

Minutes

Process

Jeff Kutash, Facilitator, explained that the Board would listen and FSG would capture community comment. He began by asking for comments on the process.

Public Comment

- Ray Menaster: The website is not up to date; neither the Board nor school principals attend
 meetings or events in the community.
- Vicki Nichols: What types of funding are available for a public school and for a charter? Consider the economic impact; 5:00 pm is too early to begin a meeting.
- Hillair Bell: What is the timeframe for decisions about schools and for hiring?
- President Newmeyer: There will be no decisions before these meetings all take place; there are not unanimous views by board members on some of these topics; there will be no changes by Fall 2011, possibly by Fall 2012.
- Nancy Johnson: What is the Board's role in serving the students and community?
- President Newmeyer: It is premature to respond to this question.
- Barbara Geisler: Will there be no superintendent until Fall 2012?
- President Newmeyer: A superintendent will be hired as soon as possible.
- Barbara Geisler: Will there be two charters and no public school?
- President Newmeyer: That is all to be determined.
- Amy: A lot of information is coming from the Marin IJ; could the Board put out something of its own? What are the differences between public and charter schools?

President Newmeyer: We will try to put something on the website.

Jeff Kutash: Charter and traditional schools are both public schools; there are good and bad examples of both.

General Comment: An outline of tradeoffs would be helpful.

Vision

President Newmeyer reviewed the District's current vision: 'All students are academically and socially prepared to compete and be successful at each grade level.' How do we make that a reality and follow through, turn challenges into successes? He then reviewed comments from previous Board study sessions to describe an:

<u>Effective District</u>: community engagement, human capital, accountability, comprehensive instruction, and <u>Effective Schools</u>: parent engagement, high expectations, strong leadership, quality teaching, support services.

Public Comment:

- Ray Menaster: Add more African American history and culture to curriculum.
- Paris Lee: Focus more on becoming a college preparatory elementary school; use more community enrichment programs; prepare students to be enriched and college bound; support our teachers; focus on our own community.
- Alesia Cook: Martin Luther King, Jr. Academy (MLK) needs a steady structure and principal; continuity improves student performance; kids become confused by different principals' expectations; lot of kids need more structure than they receive at home; teachers need more support staff; parents need to be involved.
- Wendy Cliff: Regarding Sausalito vs. Marin City differences, the District name emphasizes the differences; rename the District based on what you have in common.
- Trustee Thornton: We came from Sausalito School District, added Marin City to the name, and emphasized that we are 94965.
- Steve Knudsen: More parents should sit with the students who need assistance during the day and support the teachers; many students are challenging by personality; parents could help make the program run smoother; more community people need to become involved in the schools.
- General Comment: Ms. Newton has no tolerance for bad behavior; the teachers will not leave anyone behind. Staff was complemented.
- Alison Niederer: Add student engagement to the vision. Will the remaining two meetings be the same or different?
- Jeff Kutash: The next meeting (April 7) will be a repeat of this one; at the third meeting (April 21), we will come back with what we have heard in the first two.
- Marty Perlmutter: Don't invite but demand parent input and parent engagement; nothing will work without parent engagement; require it!
- Royce McLemore: There are concerned citizens who do not have relatives in the school
 district; they have an obligation to support the parents who have children in the school
 district; we in community need to support our parents. Parents (she has spoken with) want
 smaller children at Bayside and older children at MLK; they don't want them to come together
 nor do they want a charter school; they want the teachers they have. The Board cannot
 decide what is best for other people's children on its own. Ms. McLemore supports what the
 parents want and encourages all parents to speak up regarding what they want.
- Fran Nelson: Adjust the basic vision to add being successful citizens of the world; the current language sounds like we are only interested in students' annual test scores; we want them to be good, intelligent, well informed citizens in the future.
- Elberta Erikkson: Prepare students to be part of the world; our children have been raised with such a narrow view. The community needs to feel they have ownership an open system, not a closed system in the school district.
- Susan Cassidy: Think outside the box why can't we do what the charters do? We are very
 heavy on consultants and specialists; use that money for the children. Require strong
 leadership and give more leadership to the principals.
- Leketia Clay: Keep it in the community; we need more parent participation; why take the new school away? Give it a chance; kids need a full chance; keep the money here; we don't need a charter school; don't take this away from our kids and community; give everyone a

chance - staff, students and parents.

Facilitator Kutash asked for Board input. What resonates?

- Trustee Ziegler: Parents have to be involved.
- Trustee Thornton: When things don't work, you want to reorganize; stick to it!
- Trustee Benjamin: There is a strong need for the Board and teachers to know what is going on in both communities; there is a separation there and we need to make future decisions with that involvement. We are concerned about kids getting the best education but if communities can't back us up on what we want to give, it is not going to work. This is food for board discussion, to culminate with your thoughts and desires.
- Trustee Trotter: No comment.
- President Newmeyer: Losing Stephen Strachan was huge; a principal is paramount for MLK. We are sitting opposite one another but might be better as a circle. We passionately believe that all kids can get a good education; we intend to keep talking with community.

Search for a Superintendent

President Newmeyer read search criteria and selection process recommendations from prior study sessions.

Public Comment:

- General Comment: How will an advisory committee be chosen?
- President Newmeyer: That is to be determined.
- Julius Holtzclaw: Can the position be someone who can perform dual roles since we want to maximize dollars? We need someone to publicize the great things we do at the District in both locations; I'm tired of hearing that we are underperforming; we may not be satisfied with our position in the county but we are well above state norms; we have highly qualified staff; the Board let some good staff get away. A charter is not the answer; we need to determine how to get parents involved; if they are not involved now, they will not be involved if we become a charter.
- Stacy Stewart: I chose a public school, not a charter school; if we wanted our kids in a charter, our kids would already be in Willow Creek Academy (WCA); we don't want this taken from us; we have the option to choose a charter school if we want it.
- Hillair Bell: A superintendent search is a big commitment; committee members need to be willing to make that commitment; what is the criteria for the search committee for instance, interviewing skills? Consider professional screening.
- Susan Cassidy: Neither teachers, principals, nor parents are currently indicated on plans for an advisory committee.
- Trustee Thornton: We should consider increasing the number of advisory committee members to more than five.
- President Newmeyer: I have personally been focused on the MLK principal search and am not ready on the superintendent search.
- Susan Cassidy: There are different models of leadership; do you have any models of leadership in mind to hone in on what SMC wants and would it be shared with the committee?
- President Newmeyer: There has been no work to date on this.

Facilitator Kutash asked for Board input. What resonates?

• Trustee Ziegler: I hear tremendous loyalty to district and schools; we want this to be a top flight school; loyalty will intensify if we do that; it's a huge job. Tell us more of what you are feeling; structure has to be responsive to community but we cannot lose sight of becoming top flight schools. How can we get there? What key things can we do? The money should go where it will be used most effectively. We need a top rate principal and superintendent; top

- flight people have to be paid. If we keep doing what we've been doing, we will not get there.
- Trustee Thornton: The District has two California Distinguished Schools; we do not have schools in improvement; we can't castigate our success. Scores have gone from 300s to 800s; somewhere in there is some applause. A dual superintendent needs to be discussed by the Board. The superintendent can help encourage parent involvement.
- Trustee Benjamin: I am concerned about a principal splitting their time between schools.
 Superintendents have other obligations; a split would leave one area suffering; I am not really in favor of a superintendent/principal either. We have very caring people; sometimes we just burn them out. There should be more than five people on the advisory committee without becoming unwieldy; people will have to commit to a lot of time.
- Trustee Trotter: No comment.
- President Newmeyer: It is early in the process; I have been focused on the MLK principal. Splitting was brutal on Cherisse Baatin. Teachers and individuals who help all say the kids need a lot of time; we need a principal at MLK all the time.

Structure

President Newmeyer reviewed that the school board may also need to address structural challenges in the District to deliver on the strategic vision. Initially, the Board together with FSG, examined different ways to look at structure to maximize instruction, time, and people in the classroom. The Board wants to address what they hear with all sorts of options.

Public Comment

- Mary DeMund: Work toward a goal of one K-5 school on the Bayside campus. The most positive thing to happen is the incredible gains Bayside students have made; they are not that divergent from WCA. Consider one school on that campus; the time has come; the Board has given a lot of positive energy to WCA; with the same given to Bayside, we can continue those educational gains. Initiate more shared activities such as classroom projects and parent meetings. Bayside was built for all children of this district; it would be a travesty to take the children of Marin City away. MLK was built to be a middle school; consider making MLK into a magnet school with a specialized curriculum.
- Julius Holtzclaw: I echo Mary DeMund on making MLK a magnet school; what attracts parents
 to WCA is the program they offer; have the magnet school discussion. We don't want anyone
 (staff) come to our office and feel overwhelmed; they will leave; they need our support. Give
 teachers more of a lead teacher opportunity to make a split principal/superintendent position
 possible; other small districts do that.
- Royce McLemore: Consider a merge with WCA into one elementary and one middle school;
 this is not about the money.
- Jennifer Atterman: Bayside teachers have thanked WCA teachers for lending support to the board meetings; we don't have animosity towards one another; we need collaboration across all three schools we care about each other.
- Alesia Cook: A principal is needed that will work with parents; schools could be doing more to raise funds; we need structure from the top (leadership) to make this work
- Parent: There are no Bayside or MLK parents on this board; I need someone interested in what I want.
- Parent: We need more information about the feeling of inequality; do you have facts? It diverges from comments made by teachers. Do you want equality in the district or in education?

Facilitator Kutash asked for Board input. What resonates?

Trustee Ziegler: We want parents involved in the schools and if they are involved, they will run for this board. We need to improve the schools and preserve our identity. We need to spend more time on our identity. Structure is useful but is not the most important – go outside the box, we need more in the box.

- Trustee Thornton: We need to continue working, break the silence and be very clear no doublespeak; I have concern for spending time on form and not on substance.
- Trustee Benjamin: There are systemic issues that need to taken care of so we can move on; the Board is listening tonight; this is very informative; I am looking forward to the next two events to get more input and information.
- President Newmeyer: There is a teacher disconnect between tonight and comments by other teachers. He read from a proposal received from MLK teachers, Natasha Griffin, Carmen Rivera and Debra Moore. The kids are bright; the parents are articulate but I am also hearing from teachers. Money is a concern; a lot is paid by Marin Community Foundation (MCF) today; looking long term we need to review structure. I am also intent on a principal who sticks around. We need the dialogue and at the end of the day, we need to look at a lot of factors. We need to make smart decisions and we plan to do that.

Trustee Thornton: Add magnet schools to the information to be put on the website about charter schools and traditional schools.

Facilitator Kutash thanked everyone attending for sharing their emotions and their passions for their children. He thanked the Board for opening up the meetings.

Sharon Turner: It took three months to get here; when will there be a decision on structure?

President Newmeyer: It will be at least Fall 2012.

Trustee Ziegler: We have to be comfortable with the decisions.

AD	JO	UF	RN	ME	NT

<u>Minutes</u>				
The meeting	adjourned	at	7:25	pm.

Signature/Date	Title

Sausalito Marin City School District Minutes

Created: April 22, 2011 at 09:57 AM

March 24, 2011
Thursday, 07:00 PM
District Office
630 Nevada Street
Sausalito

Attendees

Karen Benjamin Thomas Newmeyer Shirley Thornton Mark Trotter William Ziegler Debra Bradley

non-voting

Meeting Minutes

Trustee Trotter participated via teleconference.

Trustee Thornton arrived at 6:35 pm.

Others Attending: Alice Brown, Marika Bergsund, Shelley Brown, Ron Greene, Kay Wernert, Leslie Johnson, Jonnette Newton, Bennetta McLaughlin, Lynda Storek, Barbara Clifton Zarate, LaDonna Bonner, Susan Cassidy, Julius Holtzclaw, Clark Warden, Ellen Franz, Jim Scullion, Amelia Corbett-Green, Kelly Browning, Natasha Griffin, Margie Bonardi, Forrest Corson and Kathy Blazei taking minutes

CALL TO ORDER

Minutes

President Newmeyer called the meeting to order at 6:00 pm.

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

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

There was no public comment.

CLOSED SESSION

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

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

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

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

Minutes

Open session was convened at 7:10 pm.

1. Report Out from Closed Session

Minutes

President Newmeyer reported that the Board had voted in closed session, before Trustee Thornton's arrival, to accept the Mediated Tentative Agreement settling contract negotiations between the Sausalito Marin City School District and the Sausalito District Teachers Association

(V)

M/s/c Trotter/Newmeyer Ayes 5 Noes 0 Absent 0

(D)

Motion made by: Mark Trotter Seconded by: Thomas Newmeyer

<u>Votes</u>

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

2. Pledge of Allegiance

Minutes

Trustee Ziegler led the Pledge of Allegiance.

3. Approval of Agenda Order

Minutes

M/s/c Thornton/Benjamin/all to approve agenda order

Motion made by: Shirley Thornton Seconded by: Karen Benjamin

Votes

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

4. Addressing the Board Prior to Open Session (9)

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

Minutes

There was no public comment.

RECOGNITION

1. Recognition of Dr. Debra A. Bradley, Superintendent (1)
Superintendent Dr. Debra A. Bradley has announced her retirement effective July 1, 2011.

Minutes

Mr. LaMonte Bishop, Senior District Representative, Office of Senator Mark Leno, presented Dr. Bradley with a Certificate of Recognition to honor her on her retirement from the school district.

Mr. Nick Ely, Marin Field Representative, Office of Assemblymember Jared Huffman, presented Dr. Bradley with a Proclamation.

Ms. Leslie Alden, Aide to Supervisor Charles McGlashan, presented Dr. Bradley with a Certificate of Recognition, adding that it was a pleasure to get to know her over the years.

Ms. Kay Wernert, Executive Director of Marin Head Start, presented Dr. Bradley with a Certificate of Appreciation on behalf of families and children in Marin County.

Board members thanked Dr. Bradley for her guidance and service to the District.

Dr. Bradley prefers the term 'redirection' to 'retirement'. She recalled that her tenure of over four decades began in public education with pink slips every year and the possibility of not being able to come back to her workplace, still the plight of educators. She acknowledged that it has been an honor to work in the Sausalito Marin City School District and feel the extraordinary support of everyone for the District's efforts to increase students' scores. Construction projects made possible by the bond and Marin Community Foundation's support for the arts for the children have been highlights of her time with SMCSD. Dr. Bradley now looks forward to redirection and all that it will bring. She added a heartfelt, "Thank you all very much".

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

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

Minutes

Mr. Julius Holtzclaw sunshined contract negotiations for CSEA, indicating CSEA's desire to:

- Negotiate Article XIX Duration (A new contract term from July 1, 2010 to June 30, 2013), and
- Preserve the right to re-open Article VII Health and Welfare Benefits at a date in the near future.

Mr. Holtzclaw also wished Superintendent Bradley a very happy retirement.

PRESENTATIONS

1. School Gardens (D)

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

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

Minutes

(D)

Ms. Marika Bergsund made a Power Point presentation about the school gardens. The garden program is in its second full year, and is in its first year in the classrooms. Discussion of curriculum, activities, field trips, pickling and cooking demonstrated the diversity of the garden programs. Ms. Bergsund, reported a \$10,000 increase in the grant funded by Milagro this year. Community outreach has been launched to develop a parent/student group so that nutrition education can be brought home - inspiration for healthier living in the community.

Ms. Bergsund shared that in working toward program sustainability, she has raised \$11,500 in funding, a donation of flagstone valued at \$5,000 to surround a gazebo and, a donation of lumber to build a gazebo and handicap/senior access boxes for the gardens.

Ms. Shelley Brown acknowledged Superintendent Bradley on her retirement and presented her with a photo book of the school gardens. Similar books were presented to Marika Bergsund, Natasha Griffin and Kelly Browning. Amelia Corbett-Green, who had to leave early, was also acknowledged. All were thanked for their commitment to the success of the gardens and gardening program.

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

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

<u>Minutes</u>

Ms. Barbara Clifton Zarate provided an overview of the school readiness initiative in Marin County to support children and families in a holistic way. She informed the Board that First Five is among organizations targeted for state budget cuts, but noted that there is a promising collaboration with the Pre to 3 Initiative.

Ms. LaDonna Bonner presented an overview of the Marin City School Readiness program, which focuses on children 0-5 and their families.

Ms. Bonner reported that:

- The program has served 150 families in the past 4 years.
- Collaboration with the District on the Summer Bridge program involves work with kindergarten teacher, Jennifer Banks.
- The 'Friday play group' has expanded to 3 days per week.
- In-home workshops are being held throughout the year.
- Monthly meetings, January through the summer, plus Summer Bridge, prepare parents to think ahead about getting ready for school.

Family survey findings from the last Summer Bridge program were also presented.

Trustee Thornton requested the provision of a vocabulary list to families of words that would be helpful to children entering school. Ms. Clifton Zarate will provide the list of words from their curriculum.

Ms. Bonner values the collaboration with the school district and would like to provide quarterly updates to the Board.

EDUCATION

1. Principal's Report - Bayside Elementary SchoolMinutes

Principal Jonnette Newton's report included:

- Gratitude for the garden nutrition program and the grant that provides it
- Family Math Night The Price is Right: For families of 2nd and 3rd grade students, Tuesday, March 29, 6:00 to 7:00 pm, Martin Luther King, Jr. Academy, 200 Phillips Drive, Marin City
- Spring Break: Week of April 11
- STAR Testing: April 26, 27 and 28.

Ms. Newton thanked Superintendent Bradley for her guidance and support and wished her luck on her redirection.

2. Principal's Report - Martin Luther King, Jr. Academy (19)

Minutes

Superintendent Bradley introduced Ms. Lynda Storek, who replaces Ms. Karen Brinkman as Interim Principal at Martin Luther King, Jr. Academy until the end of the current school year.

Interim Principal Storek thanked Superintendent Bradley and the Board of Trustees for the opportunity. She reported that she has worked with the District for five years and is excited to begin working with the students. She invited Board members to visit MLK.

3. Head of School's Report - Willow Creek Academy (17) Minutes

There was no report for Willow Creek Academy. WCA Head of School, Carol Cooper, was attending a WCA Open House for prospective parents.

4. Enrollment Report (D)

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

<u>Minutes</u>

Business Manager, Margie Bonardi, reported enrollment as of March 18, 2011: Bayside Elementary School 123; Martin Luther King, Jr. Academy 44; Willow Creek Academy 219.

BUDGET

1. Willow Creek Academy Second Interim Report (4)

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

Minutes

Mr. Clark Warden, WCA Treasurer, expressed his appreciation for all that Superintendent Bradley has done over the years and for her support; he wished her well.

Mr. Warden provided a brief overview of assumptions built into the budget and noted what WCA is trying to save funds to carry over to the next school year, considering what is going on at the state level. WCA anticipates continued growth.

M/s/c Ziegler/Thornton/all to accept Willow Creek Academy's Second Interim Report

<u>Motion made by:</u> William Ziegler <u>Seconded by:</u> Shirley Thornton

Votes

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

2. Willow Creek Academy Financial Report

Financial Statements for January and February 2011

<u>Minutes</u>

There was no oral report.

3. FSG Contract Extension and Funding (a)

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

Minutes

The Board discussed an extension of the FSG contract to continue its work with the Board. Trustee Trotter is discussing the possibility of a commitment from the Marin Community Foundation for continued support. Trustee Trotter recommended this discussion be tabled for action until the Board meeting of April 7.

President Newmeyer suggested a more user friendly room set up at meetings with the community, using smaller group stations for discussion of the topics.

Trustee Thornton suggested the District website be linked to other websites that can provide information requested by the audience at the March 22, 2011 special board meeting regarding the differences between traditional schools, charter schools and magnet schools.

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

The Board will discuss a service contract with Middleton, Young and Minney LLP in an amount not to

exceed \$18,000. Minutes

Susan Cassidy thanked Superintendent Bradley for recognizing the work of the teaching staff. Rigorous work led to Bayside Elementary School's designation as a California Distinguished School. Ms. Cassidy also complemented everyone who works with the school gardens for a beautiful job on the garden program.

Ms. Cassidy addressed the Board to:

- Ask them to restate the vision to say that we want our children to be leaders in their field
- Ask them to hold off on spending for charter school legal counsel and meeting facilitators and instead talk with people about what they want.

President Newmeyer explained that the Board has questions for clarification about charter schools. Trustee Thornton asked whether the California Department of Education or a charter school association might speak to the Board without cost.

President Newmeyer stated he would be interested in all valid resources; however, the Board needs the authority to speak with legal counsel. Trustee Ziegler agreed, adding that he would like answers to see if a charter school makes sense, answers that could influence Board discussion. He asked Board members about the possibility of having a meeting with an expert present.

Trustee Benjamin suggested the California School Boards Association as a resource.

Trustee Trotter added that, with time and energy being spent, the Board needs accurate answers on questions it has; the recommended legal counsel is very experienced in this field.

Trustee Thornton asked if the legal counsel could also speak about magnet schools.

President Newmeyer clarified that the \$18,000 amount stated on the agenda is a not to exceed figure.

Trustee Benjamin offered to meet with Superintendent Bradley very soon to formulate questions to be asked of legal counsel.

M/s/c Trotter/Newmeyer/Passed (Thornton opposed) to approve the service contract with Middleton, Young and Minney in an amount not to exceed \$18,000

<u>Motion made by:</u> Mark Trotter <u>Seconded by:</u> Thomas Newmeyer

Votes

Karen Benjamin Yes
Thomas Newmeyer Yes
Shirley Thornton No
Mark Trotter Yes
William Ziegler Yes

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

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

Minutes

M/s/c Trotter/Newmeyer/all to approve the service contract with Orbach, Huff & Suarez LLP

<u>Motion made by:</u> Mark Trotter <u>Seconded by:</u> Thomas Newmeyer

A termination notice will be sent to Dannis Wolver Kelley.

Votes

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

CONSENT AGENDA

Minutes

M/s/c Trotter/Benjamin/ - Roll Call Ayes 5 Noes 0 to approve, accept or ratify Items 1 - 14 of the Consent Agenda.

- 1. Approval of the minutes of the regular board meeting of February 17, 2011 (7) (7)
- 2. Approval of the minutes of the Facilities Committee meeting of February 23, 2011
- 3. Approval of the minutes of the 4:30 pm special board meeting of March 2, 2011 (7) (C)
- 4. Approval of the minutes of the 7:30 pm special board meeting of March 2, 2011 (a) (c)
- 5. Approval of the minutes of the special board meeting of March 10, 2011 (c) (c)
- **6.** Ratification of Field Trip to Muir Woods (a) (c)

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

7. Ratification of Field Trip to Muir Woods & Pan Toll (1) (C)

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

- 8. Approval of the Education Techology Plan, July 1, 2011 June 30, 2014 67 (6)
- 9. Approval of the Bilingual Tester Waiver Request (a) (c)

- 10. Ratification of the 2010/2011 District Emergency Preparedness Plans
- 11. Acceptance of the resignation of employee #47032 effective February 1, 2011 (F) (C)
- 12. Acceptance of the resignation of Employee #47063 effective March 25, 2011 (0) (0)
- 13. Acceptance of the resignation of Employee #47011 effective June 30, 2011 (V) (C)
- 14. Payment of Warrants (V) (C)

Payment of warrants under:

```
Batch 43 Fund 01 in the amount of $43,131.11
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Batch 43 Fund 13 in the amount of \$2,911.58

Batch 43 Fund 40 in the amount of \$896.25

Batch 44 Fund 01 in the amount of \$80,414.81

Batch 44 Fund 13 in the amount of \$10.25

Batch 45 Fund 01 in the amount of \$25,460.82

Batch 45 Fund 13 in the amount of \$11.65

Batch 46 Fund 01 in the amount of \$21,700.08

Batch 46 Fund 13 in the amount of \$2,427.70

Batch 47 Fund 01 in the amount of \$104,518.87

Batch 47 Fund 13 in the amount of \$2,545.00

Batch 47 Fund 40 in the amount of \$36,446.37

Batch 48 Fund 01 in the amount of \$98,115.43

Batch 49 Fund 40 in the amount of \$13,918.80

Batch 50 Fund 01 in the amount of \$53,648.69

Batch 50 Fund 13 in the amount of \$2,920.35

Batch 50 Fund 40 in the amount of \$3,139.80

Batch 51 Fund 40 in the amount of \$7,480.00

ADMINISTRATIVE AND EXTERNAL

1. Resolution #633 to support placing a measure on the June 2011 ballot calling for a revenue extension to protect schools and students Minutes

M/s/c Trotter/Thornton/ - Roll Call Ayes 5 Noes 0 to approve Resolution #633 to support placing a measure on the June 2011 ballot calling for a revenue extension to protect schools and students

Motion made by: Mark Trotter Seconded by: Shirley Thornton

Votes

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

2. Resolution 634 to support Senate Constitutional Amendment 5 (SCA 5) to reduce the

two-thirds vote requirement on parcel taxes to 55%

Minutes

M/s/c Thornton/Newmeyer/ - Roll Call Ayes 5 Noes 0 to approve Resolution 634 to support Senate Constitutional Amendment 5 (SCA 5) to reduce the two-thirds vote requirement on parcel taxes to 55%

Motion made by: Shirley Thornton Seconded by: Thomas Newmeyer

Votes

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

REPORTS

1. President's Report

Minutes

There was no President's report.

2. Board Member Reports

Minutes

Trustee Thornton acknowledged the generosity of the Rotary Club of Sausalito for donating:

- \$5,000 to the Bayside Elementary and Willow Creek Academy after school program providers, Girls and Boys Clubs of Marin and Southern Sonoma Counties, and
- \$1,000 to the Sausalito Little League.

The Rotary Club of Sausalito also donates dictionaries annually to third grade students at Bayside Elementary and Willow Creek Academy.

3. Superintendent's Report (*)

<u>Minutes</u>

Superintendent Bradley reported that the Marin County Office of Education would be conducting an Interdistrict Attendance Workshop should board members wish to attend. The flyer will be emailed.

Superintendent Bradley distributed the draft minutes of the March 22, 2011 special board meeting with the community.

Ziegler/Trotter/all to publish the draft minutes due to high community interest.

Motion made by: William Ziegler Seconded by: Mark Trotter

Votes

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

SAVE THE DATE

1. Future District Board Meeting Dates (D)

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

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

2. Future Charter School Board Meeting Dates (ii)

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

April 20 May 18 June 15

3. Upcoming Events and Important Dates (ii)

March 29 MLK Parent Student Teacher Conferences; MLK Minimum Day

March 31 MLK Parent Student Teacher Conferences; MLK Minimum Day

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

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

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

April 15 Classified In Lieu Holiday

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

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

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

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

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

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

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

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

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

May 26 Golden Bell Education Evening

May 30 Memorial Day - No School - All Schools

ADJOURNMENT

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Signature/Date	Title

Sausalito Marin City School District Minutes

Created: April 05, 2011 at 04:30 PM

Special Meeting

April 04, 2011 Monday, 04:30 PM District Office 630 Nevada Street Sausalito

Attendees

Karen Benjamin Thomas Newmeyer Shirley Thornton Mark Trotter William Ziegler Debra Bradley

non-voting

Meeting Minutes

Trustees Thomas Newmeyer and Mark Trotter participated via teleconference. Also attended by District Legal Counsel, Alison Neufeld

CALL TO ORDER

Minutes

The meeting was called to order at 4:32 p.m.

1. Addressing the Board Prior to Closed Session (7)

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

Minutes
There was no public comment.

CLOSED SESSION

1. With respect to every item of business to be discussed pursuant to Government Code 54957: PERSONNEL (4)

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

OPEN SESSION

1. Report Out from Closed Session e

<u>Minutes</u>

Trustee Benjamin reported that there was nothing to report out of closed session.

ADJOURNMENT

Minutes

The meeting was adjourned at 4:45 p.m.

Sausalito Marin City School District Minutes

Created: April 08, 2011 at 03:30 PM

Special Board Meeting

April 07, 2011 Thursday, 06:00 PM

Bayside Elementary School Multipurpose room 630 Nevada Street Sausalito

Attendees

Karen Benjamin Thomas Newmeyer Shirley Thornton Mark Trotter William Ziegler Debra Bradley

non-voting

CALL TO ORDER

Minutes

President Newmeyer called the meeting to order at 7:08 pm.

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

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

Minutes

There was no public comment.

2. Approval of Agenda Order (1)

Minutes

Trotter/Benjamin/all to approve agenda order

Motion made by: Mark Trotter Seconded by: Karen Benjamin

<u>Votes</u>

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

BUDGET

1. FSG Contract Extension and Funding (9)

Discussion and Possible Action.

Minutes

Trustee Trotter has been engaged in conversation with Marin Community Foundation regarding the possibility of additional funding to extend the FSG contract. The consensus is that there should be

additional discussion and modification of the agreement following the April 7, 2011 board meeting. Action on this item is tabled until the next board meeting.

2. The Board of Trustees will consider the engagement of Marin County Superintendent of Schools Mary Jane Burke to provide interim advisory support regarding operational issues following the retirement of Superintendent Debra A. Bradley and Business Manager Margaret Bonardi.

Discussion and Possible Action Minutes

Ziegler/Trotter/all to engage Marin County Superintendent of Schools Mary Jane Burke to provide interim advisory support regarding operational issues following the retirement of Superintendent Bradley and Business Manager Bonardi.

Superintendent Bradley departed the meeting following this item.

<u>Motion made by:</u> William Ziegler <u>Seconded by:</u> Mark Trotter

Votes

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

STRATEGIC INITIATIVE/PLANNING

1. The Board of Trustees will gather community input on the district's vision, the search for a new superintendent, and how to structure the district for success.

Minutes

President Newmeyer introduced FSG representatives: Eva Nico, Christina Greenberg and Kate Tallant of FSG. He described the process for the evening: smaller group discussions to be followed by feedback to the full group. Discussion topics are: district vision, superintendent search, and district structure and operations changes.

President Newmeyer projected timing for Board planning and next steps:

District Vision

- Gather community input April 7 and April 21
- Finalize vision and report to community May

Superintendent Search

- Gather community input April 7 and April 21
- Assemble and get input from an Advisory Group April/May
- Search and select a candidate April-June (longer if needed)

District Structure and Operations Changes

- Gather community input April 7 and April 21
- Analyze district performance and data April/June

Put in place a plan for ongoing engagement with the community – June.

FSG representatives reviewed components of a Power Point presentation:

- Overall Academic Performance of SMCSD Schools Over Time
- Student Achievement Scores in the District: % Proficient or Advanced
- Allocation of District Resources and Utilization of Facilities
- We've Begun to Hear Input on the <u>Vision</u> for SMCSD Moving Forward
- The Strategic Vision Reflects Community Input to Date and Learnings from Best Practice Districts and Schools
- We've Begun to Hear Input on the Superintendent Search
- Recruiting a Strong Superintendent to Drive Change is Critical for the District's Success
- We've Begun to Hear Input on the District Structure and Operations
- The School Board Needs to Consider Addressing Structural Challenges in Order to Realize the Vision
- What Are the Differences Between District-Run Schools and Charter Schools?

Trustees Thornton and Benjamin requested additions to the final component:

- Magnet school differences
- Dependent charter vs. independent charter differences.

Public Comment Prior to Small Group Discussion

- How much parent involvement is needed in a charter?
- Which type school has more state involvement?
- Are any districts operating only charter schools with no non-charter options? (San Carlos is an example.)
- Which parts of education code is a charter exempted from?

Meeting attendees and board members divided into three groups with an FSG representative to facilitate discussion of district vision and superintendent search.

Broad feedback from the small group settings included:

- Expand the vision.
- There are high expectations for the superintendent; that person will need everyone's
- Expand the spectrum of representation of the Advisory Group.

Meeting attendees and board members returned to small group settings to discuss district structure.

Broad feedback from the small group settings included:

- There are more questions than answers right now.
- More information is needed on magnet schools.

Information gathered at the March 22 and April 7 board meetings will be reported to the community at the April 21 board meeting.

Attendees were thanked for their amazing participation.

A	D	J	0	U	R	N	M	E	N	T
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1	The meeting was adjourned at 8:10 pm.							

Signature/Date

Title

Sausalito Marin City School District Minutes

Created: April 22, 2011 at 09:26 AM

Special Meeting

April 11, 2011 Monday, 06:00 PM District Office 630 Nevada Street Sausalito

Attendees

Karen Benjamin Thomas Newmeyer Shirley Thornton Mark Trotter William Ziegler Debra Bradley

non-voting

Meeting Minutes

Also Attending: Alison Neufeld Trustee Trotter participated via teleconference.

CALL TO ORDER

Minutes

President Newmeyer called the meeting to order at 6:00 pm.

1. Addressing the Board Prior to Closed Session

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

There was no public comment.

CLOSED SESSION

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

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

OPEN SESSION

1. Report Out from Closed Session (1)

Minutes

President Newmeyer reported that the Board had nothing to report out of closed session.

ADJOURNMENT

The meeting was adjourned at 6:40 pm.

Signature/Date

Title

0.4/00/0011

Valenzuela/CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints [Education Code § 35186(d)]

District:	4.70							
Sausalito Ma	Sausalito Marin City School District							
Person comple	eting this form: Debra A.	<u>Bradley</u>	, Ed.DTitle: Superintendent					
Quarterly Rep	oort Submission Date:		January 2011 April 2011 July 2011 October 2011					
Date for infor	mation to be reported pub	olicly at g	overning board meeting April 28, 2011					
Please check t	the box that applies:							
X	No complaints were filed indicated above.	with any	school in the district during the quarter					
٥	Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.							

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
CAHSEE Intensive Instruction and Services	0	0	0
TOTALS	0	0	0

Debra A. Bradley, Ed. D.	
Print Name of District Superintendent	
Signature of District Superintendent	Date

CALIFORNIA DEPARTMENT OF EDUCATION

SPECIFIC WAIVER: SHARED SCHOOL SITE COUNCIL

SW-1 (Rev. 10-2-2009) http://www.cde.ca.gov/re/lr/wr/

First Time Waiver: Renewal Waiver: X

Send Original plus one copy to: Waiver Office, California Department of Education Send electronic copy in **Word** and back-up material to: waiver@cde.ca.gov

1430 N Street, Suite 5602 Sacramento, CA 95814

Sacramento, Ortoso II					CE	CO	DE		
			2	1	6	5	4	7	4
Local educational agency:	Contact	name and Title:	1	L		tact p	erson'	s e-m	ail
SAUSALITO MARIN CITY SCHOOL DISTRICT	DEBRA	A. BRADLEY, Ed.D.				ress: dley@	marin.l	k12.ca	.us
Address: (City)	(Stat	te) (ZIP)		ne (aı -332-3		ensio	n, if ne	ecess	ary):
630 NEVADA STREET SAUSALITO	CA	94965				15-332	2-9643	3	
Period of request: (month/day/year)		Local board approval	date:	(Requ	ired)				
From: 07/01/11 To: 06/30/13									
	LEGAL CI	RITERIA							
Section you want to waive: EC 52863 Any governing board, on behalf of (SBE) to grant a waiver of any provision of the when it finds that the failure to do so would he									
 California Education Code or California Code of Regulations or portion to be waived. EC 52852 Schoolsite councils for small schools sharing common services or attendance areas, administration and other characteristics. Read SBE Waver Policy for Shared SSC's: http://www.cde.ca.gov/re/lr/wr/documents/schoolsitepolicyr.doc Wavers meeting these conditions go to SBE Consent Calendar. 									
If this is a renewal of a previously approved waiver, pleat Renewals of waivers must be submitted two months.	ase list Wai ths before	ver No: 17-11-2006-WC-8 the active waiver expire	and (date of	SBE	approv	al 03/0	08/07	
Collective bargaining unit information. Does the district have any employee bargaining units? No X Yes If yes, please complete required information below:									
Bargaining unit(s) consulted on date(s): SAUSALIT	TO DISTRIC	CT TEACHERS ASSOCIA	TION (STDA) PRE	SIDEN	T 11/1	5/06	
Name of bargaining units and representative(s) co	onsulted:	CALIFORNIA SCHOOLS E	EDUCA	ATION	(CSE	A) PRE	SIDEN	NT 11/	15/06
The position(s) of the bargaining unit(s): Neu	utral XS	Support Oppose (Pl	lease s	pecify	why)				
Comments (if appropriate):									
Advisory committee or school site council that rev COUNCIL	viewed the	e waiver (All involved are	e REC	QUIRE	ED). N	lame:	SCHO	OOL S	SITE
Date advisory committee/council reviewed reques	st: March	21, 2011							
X Approve Neutral Oppose									
Were there any objections? Yes No X (If the	re were o	bjections please specify	/)						

CALIFORNIA DEPARTMENT OF EDUCATION SPECIFIC WAIVER REQUEST SW-1 (Rev. 10-2-2009)

6.	. California Education Code or California Code of Regulations section to be waived. Use a strike-out key if only portions of sections are to be waived).							
	EC 52852 A schoolsite council shall be established at each school which participates in school-based program coordination. The council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.							
7.	Desired outcome/rationale. State what y brought about the request and why the or facilitate local agency operations. (At	ou hope to accomplish with the waiver. Describe brie waiver is necessary to achieve improved student perfach additional pages if necessary.)	ofly the circumstances that ormance and/or streamline					
	serving 47 students in grades 6-8. District furthe past four years there has been one site of	Elementary School serving 123 students in grades K-5, and lands pay for one principal. The two schools serve students founcil (with a CDE waiver) composed of parent and teacher Site Council has worked well. Therefore the SCC and the B that was granted on March 8, 2007.	rom the same community. For representatives from each of					
8.	Demographic Information:							
	Sausalito Marin City School District has County.	a student population of 170 and is located in a small	suburban town in Marin					
(If	Is this waiver associated with an apportionment related audit penalty? (per EC 41344) X No Yes (If yes, please attach explanation or copy of audit finding) Has there been a Coordinated Compliance Review finding on this issue? X No Yes (If yes, please attach explanation or copy of CCR finding)							
•	strict or County Certification – I he mplete. DEBRA A. BRADL	reby certify that the information provided on this EY, Ed.D	application is correct and					
Sig	nature of Superintendent or Designee:	Title: SUPERINTENDENT	Date:					
Sig	nature of SELPA Director (only if a Spec	ial Education Waiver)	Date:					
	FOR CALIFO	RNIA DEPARTMENT OF EDUCATION USE ONLY						
Sta	iff Name (type or print):	Staff Signature:	Date:					
Un	it Manager (<i>type or print</i>):	Unit Manager Signature:	Date:					
Div	rision Director (type or print):	Division Director Signature:	Date:					
De	puty (<i>type or print</i>):	Deputy Signature:	Date:					

Sausalito Marin City School District Field Trip Request

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

Request Date 4-6-11 Destination TAMAGRAIS High School
Address 700 Miller Ave. Mill Valley, CA
Teacher(s) MR. PRICE, MR. Davel, Mrs. STOREK, Ms. CONDEA
Grade(s) $6/7/8$ # Children 33 # Adults # Reservation Made n/A
Trip Date 4/29 11 Alternate Date 1/19
Departure Time 4.604M Pick Up @ Field Trip Site 2.50 pm
Transportation: School Bus Private Car Walking Public Transport
Funding Source: District V Other # of Lunches Needed 33 Expenses (itemized) Portled WATERS WOW O BE NICE GUARDE BARS
Name & Title of Person Offering Program M. C. O. E Bus - 25 County TRACK + Field Meet Annual)
Standard Supported (in detail):
 Every student must have a permission slip signed by a parent. School rules and safety instructions must be reviewed. If there is a cost connected to this trip, site must provide an invoice to the Business Office for payment. If lunches are provided, the classroom teacher is responsible for notifying the District Office of confirmed number of lunches needed AND for completion of form to indicate names of all children eating lunch.
Funding Source MLK Walls Falgo Doka HON Verification of Fund Availability Manager
Disposition Approved Denied Date 45 School Principal
Approved Denied Date, Superintendent
Approved Denied Date , Board of Trustees

Sausalito Marin City School District Field Trip Request

Please complete and submit to Principal at least one month before field trip date. Destination Schumaker Beach Request Date __ # Children 40 # Adults 5 Reservation Made none needed Trip Date 4 22 2011 Alternate Date ____ Departure Time 10 Day Pick Up @ Field Trip Site 100 pm Transportation: School Bus Private Car Walking Y Public Transport Funding Source: District ____ Other ___ # of Lunches Needed _____ Name of staff member responsible for submitting completed lunch count to the district office at the end of the trip: Expenses (itemized) \mathcal{Q} Name & Title of Person Offering Program Schotte Standard Supported (in detail): 1. Every student must have a permission slip signed by a parent. School rules and safely instructions must be reviewed. 2. If there is a cost connected to this trip, site must provide an invoice to the Business Office for payment. 3. If lunches are provided, the classroom teacher is responsible for notifying the District Office of confirmed number of lunches needed AND for completion of form to indicate names of all children who were served lunch while on the field trip. For District Use Funding Source NO Funds Reeder Verification of Fund Availability // **Business Manager** Disposition Date 4/8 Denied , School Principal Approved Denied Date , Superintendent

, Board of Trustees

Approved ____ Denied ___ Date _



MARIN COUNTY

OFFICE OF EDUCATION

1111 LAS GALLINAS AVENUE/P.O. BOX 4925 SAN RAFAEL, CA 94913-4925 marincoe@marin.k12.ca.us MARY JANE BURKE MARIN COUNTY SUPERINTENDENT OF SCHOOLS (415) 472-4110 FAX (415) 491-6625

VENDOR PAYMENT CERTIFICATION

	•			
			Date	3/16/11
District Na	ameSAUSALITO_MAI	RIN CITY		District No. 47
		of the District named hereon		orizes and directs payment
of vendor	payments in the tota	al of \$ 697,913.29	j	
<u>FU</u>	ND NUMBER	BATCH NUMBER		- AMOUNT
***************************************	01	_52		259, 226.20
	40	52		438, 687.0
<u></u>				
***************************************	And the second s			

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			-	,
		Authorized Signature	$M-\downarrow$	made

Marin County Office of Education Business Form No. 119

ONE CTUDENT AT A TIME

03/17/11 PAGE 35

APY250 H.02.09

Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 03/18/2011

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0052 GENERAL FUND

: 01 GENERAL FUND

(
WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) DEPOSIT TYPE REFERENCE LN FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
02927454	070374/	ANOVA CENTER FOR EDUCATION		
		PO-110185 1. 01-6500-0-5833.00-5750-1185-700-000-000 WARRANT TOTAL	33906	2,985.00 \$2,985.00
0292745	5 070198/	ARROWHEAD		
		PO-110005 1. 01-0000-0-4300.00-0000-7200-725-000-000	3/11	34.60
		2. 01-0000-0-4300.00-1110-1010-100-000-000	3/11	43.71
		3. 01-0000-0-4300.00-1110-1010-101-000-000 WARRANT TOTAL	3/11	31.10 \$109.41
0292745	5 070010/	DEBRA BRADLEY		
		PV-110552 01-0000-0-5220.00-0000-7150-725-000-000 WARRANT TOTAL	Reimb.	33.25 \$33.25
0292745	7 070308/	CDW-G		
		PO-110310 1. 01-0000-0-4307.00-1110-1010-700-000-000 WARRANT TOTAL	WRH3168	1,724.25 \$1,724.25
745°)	8 002259/	CRAIGSLIST		
		PV-110551 01-0000-0-5803.00-0000-7200-700-000-000 WARRANT TOTAL	21066155	150.00 \$150.00
0292745	9 070136/	GE MONEY BANK/AMAZON		
		PO-110298 1. 01-9479-0-4300.00-1110-1010-101-000-000 WARRANT TOTAL	Books-MLK	510.41 \$510.41
0292746	0 002793/	NATASHA GRIFFIN		
		PV-110553 01-9471-0-4300.00-1110-1010-700-000-000 WARRANT TOTAL	Reimb.	36.31 \$36.31
0292746	1 001235/	JOANNE'S PRINT SHOP		
		PO-110321 1. 01-0000-0-5841.00-0000-7100-725-000-000 WARRANT TOTAL	F1 <i>y</i> ers	1,883.52 \$1,883.52
0292746	2 070447/	MAXIM HEALTHCARE SERVICES		
		PO-110173 1. 01-0000-0-5840.00-0000-3140-100-000-000	8461706 - A84	750.00

1,000.00

Bulk Mail

APY250 H.02.09

Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 03/18/2011

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0052 GENERAL FUND : 01

GENERAL FUND ACCOUNT NUM aba num DEPOSIT TYPE WARRANT VENDOR/ADDR NAME (REMIT) REQ# REFERENCE LN FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP DESCRIPTION AMOUNT \$750.00 WARRANT TOTAL MCMASTER CARR 02927463 070573/ 65.44 79681544 PO-110312 1. 01-8150-0-4300.00-0000-8100-735-000-000 \$65.44 WARRANT TOTAL MICHAEL'S TRANSPORTATION SERV 02927464 000899/ 2,640.00 64448,64439 01-0000-0-5840.00-0000-3600-700-000-000 PV-110550 \$2,640.00 WARRANT TOTAL 02927465 001927/ MILL VALLEY SERVICES 30.79 72419 PO-110316 1. 01-9479-0-4300.00-0000-2100-101-000-502 \$30.79 WARRANT TOTAL 02927466 000548/ MOLLIE STONE'S 14.37 85461 01 - 0000 - 0 - 4300 - 00 - 0000 - 7110 - 725 - 000 - 000PV-110554 \$14.37 WARRANT TOTAL MICHELLE MORRIS 02927467 070589/ 116.78 01-0000-0-4300.00-0000-7110-725-000-000 rEIMB. PV-110555 \$116.78 WARRANT TOTAL 02927468 000056/ PBI 535.38 6820220-MR11 PO-110010 1. 01-0000-0-5960.00-0000-7200-725-000-000 \$535.38 WARRANT TOTAL 02927469 070588/ PERKINS & ASSOCIATES $01 \hbox{-} 9479 \hbox{-} 0 \hbox{-} 5840 \hbox{.} 00 \hbox{-} 1110 \hbox{-} 1010 \hbox{-} 101 \hbox{-} 000 \hbox{-} 000$ 1,050.00 Parent Meeting Facilitation PV-110549 \$1,050.00 WARRANT TOTAL 02927470 001953/ SPECTRUM CENTER 7,300.75 PO-110127 1. 01-6500-0-5833.00-5750-1185-700-000-000 82699-2/11 4,609.44 PO-110251 1. 01-6500-0-5833.00-5750-1185-700-000-000 82698-2/11 \$11,910.19 WARRANT TOTAL U.S. POSTMASTER 02927471 000075/

01-0000-0-5960.00-0000-7180-725-000-350

PV-110546

Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 03/18/2011

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DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0052 GENERAL FUND

: 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
			WARRANT TOTAL		\$1,000.00
02927472	002172/	WILLOW CREEK A	CADEMY		
		PV-110547	01-0000-0-7299.00-0000-9200-103-000-000	Supplemental Grant	47,402.00
			01-0000-0-8096.00-0000-9200-103-000-000 WARRANT TOTAL	In Lieu March payment	184,470.00 \$231,872.00
02927473	001244/	YOUTH IN ARTS			
		PV-110556	01-9476-0-4300.00-1110-1010-100-000-000 WARRANT TOTAL	Art supplies	1,809.10 \$1,809.10
*	*** FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS: 20	TOTAL AMOUNT OF WARRANTS:	\$259,226.20*

Marin County Office of Education COMMERCIAL WARRANT REGISTER

FOR WARRANTS DATED 03/18/2011

03/17/11 PAGE

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DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0052 GENERAL FUND

: 40 SPECIAL RESERVE~CAP OUTLAY #1

WARRANT	/ENDOR/ADDR REQ#	• • • • • • • • • • • • • • • • • • • •	DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC		ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
02927474	000870/	US BANK				
		PV-110548	40-0000-0-7438.00-0000-9100-	700-000-000	Lease Payment	38,687.09
			40-0000-0-7439.00-0000-9100- WARRANT TOTAL		Lease Payment	400,000.00 \$438,687.09
**	* FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS:	1	TOTAL AMOUNT OF WARRANTS:	\$438,687.09*
**	* BATCH	TOTALS ***	TOTAL NUMBER OF WARRANTS:	21	TOTAL AMOUNT OF WARRANTS:	\$697,913.29*
:	* DISTRICT	TOTALS *	TOTAL NUMBER OF WARRANTS:	21	TOTAL AMOUNT OF WARRANTS:	\$697,913.29*

**** END OF REPORT ****



MARIN COUNTY

OFFICE OF EDUCATION

1111 LAS GALLINAS AVENUE/P.O. BOX 4925 SAN RAFAEL, CA 94913-4925 marincoe@marin.k12.ca.us MARY JANE BURKE
MARIN COUNTY
SUPERINTENDENT OF SCHOOLS

(415) 472-4110 FAX (415) 491-6625

VENDOR PAYMENT CERTIFICATION

	Dat	ate 3/23/11
District Namesausalito_m	MARIN CITY	District No. 47
	I of the District named hereon herebotal of $\frac{\$1,\$55,60}{}$.	by authorizes and directs paymer
or vendor payments in the to		
FUND NUMBER	BATCH NUMBER	· AMOUNT
01		36,314.53
13	<u> </u>	1,810,07
40	S3	43, 432,00
-		
And the State of t		
9-10-10-10-10-10-10-10-10-10-10-10-10-10-		
	Authorized Signature MAW	· L .
	Authorized Signature / // A.M.	mut Amust.

03/24/11 PAGE 21

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0053 GENERAL FUND
ONE OF THE BATCH: 0053 GENERAL FUND

......RANT VENDOR/ADDR NAME (REMIT) DEPOSIT TYPE aba num ACCOUNT NUM REQ# REFERENCE LN FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP DESCRIPTION **AMOUNT** 02928070 002896/ ARMOR LOCKSMITH PV-110567 01-8150-0-5600.00-0000-8110-735-000-000 9990, 9993 472.66 WARRANT TOTAL \$472.66 02928071 000192/ AT&T 1. 01-0000-0-5970.00-0000-2700-000-000-000 PO-110006 234 343 6954 760 3 1,475.00 WARRANT TOTAL \$1,475.00 02928072 070329/ AT&T CALNET 2 PO-110278 1. 01-0000-0-5970.00-0000-2700-700-000-000 3/11 102.95 1. 01-0000-0-5970.00-0000-2700-700-000-000 3/11 56.84 1. 01-0000-0-5970.00-0000-2700-700-000-000 3/11 35.86 1. 01-0000-0-5970.00-0000-2700-700-000-000 3/11 15.35 1. 01-0000-0-5970.00-0000-2700-700-000-000 3/11 35.86 1. 01-0000-0-5970.00-0000-2700-700-000-000 3/11 14.32 1. 01-0000-0-5970.00-0000-2700-700-000-000 3/11 15.30 1. 01-0000-0-5970.00-0000-2700-700-000-000 3/11 13.07 1. 01-0000-0-5970.00-0000-2700-700-000-000 3/11 70.05 1. 01-0000-0-5970.00-0000-2700-700-000-000 3/11 14.13 1. 01-0000-0-5970.00-0000-2700-700-000-000 3/11 14.82 1. 01-0000-0-5970.00-0000-2700-700-000-000 3/11 60.46 WARRANT TOTAL \$449.01 02928073 070575/ BAY AREA NOISE CONTROL PO-110317 1. 01-0000-0-6200.00-0000-8500-101-000-000 First Payment 7,000.00 WARRANT TOTAL \$7,000.00 02928074 070593/ BRIDGE THE GAP COLLEGE PREP PO-110330 1. 01-9479-0-5840.00-1110-1010-101-000-000 1 2,660.00 1. 01-9479-0-5840.00-1110-1010-101-000-000 2 4,980.00

Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 03/25/2011

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0053 GENERAL FUND יי : 01

GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN FD RESC Y OBJT		ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
			WARRANT TOTAL		\$7,640.00
02928075	002757/	EPS			
			.00-5770-1120-700-000-000 WARRANT TOTAL	10574376	569.77 \$569.77
02928076	001620/	FEDEX OFFICE			
			.00-0000-7200-725-000-000 WARRANT TOTAL	517700005265	78.46 \$78.46
02928077	002270/	FISHMAN SUPPLY CO.			
		PO-110273 1. 01-0000-0-4300	.00-0000-8211-735-000-000	830535	310.20
			.00-0000-8211-735-000-000 WARRANT TOTAL	831356.1	49.83 \$360.03
02928078	070595/	PAUL JUAREZ			
		PV-110560 01-0220-0-5240	.00-1110-1010-700-000-000 WARRANT TOTAL	Math sub, fingerprints	140.00 \$140.00
02928079	002880/	CRAIG LUBEY			
			.00-0000-7705-700-000-000 WARRANT TOTAL	1104	2,362.50 \$2,362.50
02928080	000034/	MARIN IJ PROCESSING CENTER			
		PV-110565 01-0000-0-5803	.00-0000-7200-700-000-000 WARRANT TOTAL	April 11-12 Subscription	150.73 \$150.73
02928081	070412/	MARINSHIP SELF STORAGE			
		PO-110063 1. 01-0000-0-5840	.00-0000-8110-735-000-000 WARRANT TOTAL	3/11	299.00 \$299.00
02928082	070447/	MAXIM HEALTHCARE SERVICES			
		PO-110173 1. 01-0000-0-5840	.00-0000-3140-100-000-000	8503037-A84	750.00
		PO-110282 1. 01-6500-0-5835	.00-5770-1182-700-000-000 WARRANT TOTAL	8503037 - A84	1,590.00 \$2,340.00
02928083	000046/	MCSBA			
		PO-110332 1. 01-0000-0-5210	.00-0000-7110-725-000-000	Annual Meeting	120.00

Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 03/25/2011

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0053 GENERAL FUND : 01

GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSITION FD RESC Y OBJT SO GOAL		ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
			WARRANT	TOTAL		\$120.00
02928084	000899/	MICHAEL'S TRANS	PORTATION SERV			
		PV-110569	01-0000-0-5840.00-0000 WARRANT		64416-7	785.00 \$785.00
02928085	001927/	MILL VALLEY SER	VICES			
		PO-110323 1.	01-0000-0-4300.00-0000	-7200-725-000-000	72457	213.49
		PO-110324 1.	01-3310-0-4300.00-5770	-1120-700-000-000	72455	93.29
		PO-110326 1.	01-0000-0-4300.00-1110	-1010-101-000-000	724831	176.00
		PO-110329 1.	01-0000-0-4300.00-1110 WARRANT		72482I	437.07 \$919.85
02928086	000548/	MOLLIE STONE'S				
		PV-110573	01-0000-0-4300.00-0000 WARRANT		84445	62.25 \$62.25
02928087	001248/	NELSON STAFFING	S SOLUTIONS			
		PV-110563	01-0000-0-5845.00-0000 WARRANT		5248461	420.00 \$420.00
02928088	070448/	JONNETTE NEWTON	1			
		PV-110568	01-1100-0-4300.00-1110 WARRANT		Reimb. Rewards, Best Store	545.21 \$545.21
02928089	070381/	PEDIATRIC CONTR	RACTING SERVICES			
		PV-110559	01-6500-0-5835.00-5770 WARRANT		019019	311.25 \$311.25
02928090	070523/	PERRY & ASSOCIA	ATES INC.			
		PO-110113 1.	. 01-9479-0-5840.00-0000	-2100-101-000-000	1/5 & 1/10/11	3,400.00
		1.	. 01-9479-0-5840.00-0000	-2100-101-000-000	1/31/11	1.700.00
		PO-110152 1	. 01-7090-0-5840.00-1110	-1010-100-000-000	12/10 & 1/11	100.00
		PV-110558	01-3010-0-5840.00-1110	-1010-700-000-000	12/10 & 1/11	3,300.00

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Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 03/25/2011

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0053 GENERAL FUND

: 01 GENERAL FUND

ABA NUM ACCOUNT NUM WARRANT VENDOR/ADDR NAME (REMIT) DEPOSIT TYPE REQ# REFERENCE LN FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP DESCRIPTION AMOUNT WARRANT TOTAL \$8,500.00 02928091 000062/ REVOLVING CASH FUND RC-110000 01-0000-0-2210.00-0000-8210-735-000-000Revolving 3/21/11 68.07 01-0000-0-4300.00-0000-7150-725-000-000 Revolving 3/21/11 18.00 Revolving 3/21/11 49.38 01-0000-0-4300.00-0000-7200-725-000-00001-0000-0-4300.00-0000-8211-735-000-000 Revolving 3/21/11 23.75 01-0000-0-4300.00-0000-8211-735-000-000Revolving 3/21/11 3.00 Revolving 3/21/11 20.00 01-0000-0-5300.00-0000-7110-725-000-000 Revolving 3/21/11 10.00 01-0000-0-5811.00-0000-7200-700-000-000 $01 \hbox{-} 0000 \hbox{-} 0 \hbox{-} 5811 .00 \hbox{-} 0000 \hbox{-} 7200 \hbox{-} 700 \hbox{-} 000 \hbox{-} 000$ Revolving 3/21/11 74.98 01-0000-0-5840.00-0000-8110-735-000-000 Revolving 3/21/11 358.85 01-0243-0-4300.00-0000-3130-101-000-000 Revolving 3/21/11 100.00 01-9476-0-5240.00-1110-1010-700-000-000 Revolving 3/21/11 195.00 Revolving 3/21/11 34.00 01-9479-0-4300.00-0000-2700-101-000-000 WARRANT TOTAL \$955.03 02928092 070586/ SANDIE SPOERING PV-110561 01-9479-0-4300.00-0000-2700-101-000-000 Reimb. 17.45 01 - 9479 - 0 - 4300 - 00 - 0000 - 2700 - 101 - 000 - 000Reimb. 21.33 PV-110572 \$38.78 WARRANT TOTAL 02928093 001811/ STATE OF CALIFORNIA PV-110570 01-0000-0-5821.00-0000-7200-725-000-000 837242 320.00 WARRANT TOTAL \$320.00 TOTAL AMOUNT OF WARRANTS: \$36,314.53* *** FUND TOTALS *** TOTAL NUMBER OF WARRANTS: 24

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Marin County Office of Education APY250 H.02.09

COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 03/25/2011

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT BATCH: 0053 GENERAL FUND

·D : 13

CAFETERIA FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC I		ABA NUM ACCOUNT DESCRIPTION	NUM	AMOUNT
02928094	070213/	PREFERRED MEAL	SYSTEMS				
		PV-110571	13-5310-0-5840.00-0000-3700-3	100-000-000	10511864		1,164.37
			13-5310-0-5840.00-0000-3700-3	101-000-000	10511865		479.44
			13-5310-0-5840.00-0000-3700- WARRANT TOTAL	700-000-000	10511864		166.26 \$1,810.07
*	** FUND T	TOTALS ***	TOTAL NUMBER OF WARRANTS:	1	TOTAL AMOUNT OF WA	RRANTS:	\$1,810.07*

FOR WARRANTS DATED 03/25/2011

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DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0053 GENERAL FUND

: 40 SPECIAL RESERV

SPECIAL RESERVE~CAP OUTLAY #1

·	KRANT	VENDOR/ADDF REQ) LN FD RESC Y OBJT	DEPOSIT TYPE SO GOAL FUNC		ABA NUM ACCOUNT NO DESCRIPTION	MU Triuoma	
()2928095	070519/	C+A ARCHITEC	CTS					
			PO-110095	1. 40-0000-0-6210	. 00 - 0000 - 8500 -	103-000-103	21004.5	12,830.00	
				1. 40-0000-0-6210	.00-0000-8500- WARRANT TOTAL		21004.6	29,102.00 \$41,932.00	
()2928096	070594/	DANNIS WOLIV	/ER KELLY					
			PV-110562	40-0000-0-5829	00-0000-8500- WARRANT TOTAL		7380 - 2/11	1,450.00 \$1,450.00	
(2928097	070590/	BRUCE HUFF						
			PV-110557	40-0000-0-6260	00-0000-8500- WARRANT TOTAL		Notice of Exem	ption Fee 50.00 \$50.00	
	*	*** FUND	TOTALS ***	TOTAL NUMBER	OF WARRANTS:	3	TOTAL AMOUNT OF WAR	RANTS: \$43,432.00*	
	*	** BATCH	TOTALS ***	TOTAL NUMBER	OF WARRANTS:	28	TOTAL AMOUNT OF WAR	RANTS: \$81,556.60*	
	*	*** DISTRICT	TOTALS ***	TOTAL NUMBER	OF WARRANTS:	28	TOTAL AMOUNT OF WAR	RANTS: \$81,556.60*	
		N.D. O.E.	D = D O D = J						

**** END OF REPORT ****



MARIN COUNTY

OFFICE OF EDUCATION

1111 LAS GALLINAS AVENUE/P.O. BOX 4925 SAN RAFAEL, CA 94913-4925 marincoe@marin.k12.ca.us

MARY JANE BURKE MARIN COUNTY SUPERINTENDENT OF SCHOOLS

(415) 472-4110 FAX (415) 491-6625

	VENDOR PAYMENT CERTIFIC.	ATION
	D	rate 3/3, / ii
District Name SAUSALI	TO MARIN CITY	District No. 47
	oard of the District named hereon here here total of $94.293.59$.	by authorizes and directs paymer
FUND NUMBER O/ /3	·	- AMOUNT 92,191.45 2102-14
	Authorized Signature	Amaidi

Marin County Office of Education Business Form No. 119

Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 04/01/2011

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT BATCH: 0054 GENERAL FUND

: 01

GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD RESC Y OBJT	DEPOSIT TYPE SO GOAL FUNC LOC ACT GRP	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
02928864	000609/	AMERICAN EXPRES	SS			
		PV-110582	01-0000-0-4300.	00-0000-7150-725-000-000	Mollie Stone	83.34
			01-0000-0-4300.	00-1110-3140-100-000-000	Blankets · Nurse's Station	31.93
			01-0000-0-5210.	.00-0000-2700-700-000-000	ASCD Conf. Newton	319.00
			01-0000-0-5210.	.00-0000-7150-725-000-000	Edsource Conf.Food, hotel, ca	r 871.46
			01-0000-0-5210.	.00-0000-7150-725-000-000	ASCD Conf. Bradley	333.00
			01-0000-0-5220.	.00-0000-7150-725-000-000	Food for meetings.Bradley	363.73
			01-0000-0-5240.	.00-0000-7200-725-000-000	ASCD CONF. Moattar	383.00
			01-9473-0-5819.	.00-1110-1010-100-000-415	Apple Market-Extended Day	55.83
				.00-0000-2700-101-000-000 WARRANT TOTAL	Food, Prizes-Extended Day	1,400.23 \$3,841.52
02928865	001613/	ASSOC. OF CALIF	FORNIA SCHOOL			
		PV-110578		.00-0000-7200-700-000-000 WARRANT TOTAL	15036	325.00 \$325.00
28866	070329/	AT&T CALNET 2				
		PO-110278 1.		.00-0000-2700-700-000-000 WARRANT TOTAL	3/11	14.32 \$14.32
02928867	070534/	REBECCA COURTNE	ΕΥ			
		PV-110580	01-9472-0-5849	.00-0000-2100-100-000-000 WARRANT TOTAL	52037	393.75 \$393.75
02928868	070511/	ASCHA DRAKE				
		PO-110078 1.	. 01-9476-0-5849	.00-1451-2150-700-000-000	3/11	3,333.00
		PV-110587	01-9476-0-4300	.00-1110-1010-700-000-000 WARRANT TOTAL	Reimb.	133.79 \$3,466.79
02928869	070557/	ERICA EDWARDS				
		PV-110579		.00-0000-2100-100-000-000 WARRANT TOTAL	52038	399.38 \$399.38

Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 04/01/2011

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0054 GENERAL FUND

: 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN FD RESC Y	DEPOSIT TYPE OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
02928870	000700/	ELECTRIX			
		PO-110322 1. 01-8150-0	-5600.00-0000-8110-735-000-000 WARRANT TOTAL	16571	4,590.00 \$4,590.00
02928871	002601/	FIRST STUDENT INC.			
		PV-110586 01-0000-0	-5840.00-0000-3600-700-000-000 WARRANT TOTAL	10510173	5,447.50 \$5,447.50
02928872	002270/	FISHMAN SUPPLY CO.			
		PO-110273 1. 01-0000-0	-4300.00-0000-8211-735-000-000 WARRANT TOTAL	831356	214.35 \$214.35
02928873	000023/	GOODMAN BUILDING SUPPLY C	0.		
		PO-110094 1. 01-8150-0	-4300.00-0000-8100-735-000-000 WARRANT TOTAL	Due 4/11/11	51.19 \$51.19
02928874	001611/	HEALTH NET			
		PV-110592 01-0000-0	-9520.00-0000-0000-000-000-000 WARRANT TOTAL	4/11	675.85 \$675.85
8875	000039/	KAISER FOUNDATION			
		PV-110593 01-0000-0	-3402.00-0000-7110-725-000-000	16734-0001	1,001.08
		01-0000-0	-9520.00-0000-0000-000-000-000	16734-0001	8,324.02
		01-0000-0	9-9520.00-0000-0000-000-000	578-0002	7,345.78
		01-0000-0	9-9521.00-0000-0000-000-000-000	578-7000	493.11
		01-0000-0	0-9521.00-0000-0000-000-000 WARRANT TOTAL	16734-7000	3,704.00 \$20,867.99
02928876	070454/	LIEBERT CASSIDY WHITMORE			
		PO-110262 1. 01-0000-0	0-5829.00-0000-7100-000-000-000	129092	7,188.65
		1. 01-0000-0	-5829.00-0000-7100-000-000-000	128905	432.00
		1. 01-0000-0	0-5829.00-0000-7100-000-000-000 WARRANT TOTAL	128907-9	1,584.00 \$9,204.65

Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 04/01/2011

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0054 GENERAL FUND : 01

GENERAL FUND

MADDAI	NT VENDOR/ADDR	NAME (REMIT) DEPOSIT TYPE ABA NUM ACCOUNT NUM	
WAINON	REQ#		AMOUNT
029288	77 000117/	MARIN SCHOOLS JPA/VISION	
		PV-110590 01-0000-0-9520.00-0000-000-000-000 4/11 WARRANT TOTAL	422.72 \$422.72
029288	78 070447/	MAXIM HEALTHCARE SERVICES	
		PO-110173 1. 01-0000-0-5840.00-0000-3140-100-000-000 8524940-A84	750.00
	And .	PO-110282 1. 01-6500-0-5835.00-5770-1182-700-000-000 8524940-A84 WARRANT TOTAL	1,987.50 \$2,737.50
029288	379 001927/	MILL VALLEY SERVICES	
		PO-110333 1. 01-1100-0-4300.00-1110-1010-100-000-000 72534 WARRANT TOTAL	308.45 \$308.45
029288	380 000548/	MOLLIE STONE'S	
		PV-110585 01-0000-0-4300.00-0000-7110-725-000-000 85427 WARRANT TOTAL	51.77 \$51.77
029288	381 000015/	MSIA DENTAL	
		PV-110591 01-0000-0-9520.00-0000-0000-000-000 4/11 WARRANT TOTAL	3,410.07 \$3,410.07
029288	882 000694/	ORIENTAL TRADING CO.	
		PO-110319 1. 01-1100-0-4300.00-1110-1010-100-000-000 643608351 WARRANT TOTAL	460.68 \$460.68
02928	883 000058/	P G & E CO	
		PO-110001 1. 01-0000-0-5510.00-0000-8200-000-000 Due 4/4/11	29.77
		1. 01-0000-0-5510.00-0000-8200-000-000-000 Due 4/7/11	758.41
		1. 01-0000-0-5510.00-0000-8200-000-000 Due 4/7/11	20.41
		1. 01-0000-0-5510.00-0000-8200-000-000 Due 4/7/11	1,551.40
		1. 01-0000-0-5510.00-0000-8200-000-000 Due 4/7/11	581.64
		1. 01-0000-0-5510.00-0000-8200-000-000 Due 4/7/11	318.37
		1. 01-0000-0-5510.00-0000-8200-000-000 Due 4/11/11	2,410.83

Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 04/01/2011

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

: 01

BATCH: 0054 GENERAL FUND GENERAL FUND

ACCOUNT NUM ABA NUM DEPOSIT TYPE WARRANT VENDOR/ADDR NAME (REMIT) **AMOUNT** REQ# REFERENCE LN FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP DESCRIPTION 23.30 1. 01-0000-0-5510.00-0000-8200-000-000-000 Due 4/8/11 289.52 1. 01-0000-0-5510.00-0000-8200-000-000-000 Due 4/8/11 543.61 Due 4/8/11 1. 01-0000-0-5510.00-0000-8200-000-000-000 472.10 Due 4/8/11 1. 01-0000-0-5510.00-0000-8200-000-000-000 \$6,999.36 WARRANT TOTAL PERRY & ASSOCIATES INC. 02928884 070523/ 3,400.00 2/2 & 3/2/11 Bayside 01-7090-0-5840.00-1110-1010-100-000-000 PV-110577 \$3,400.00 WARRANT TOTAL PRACTI-CAL INC. 02928885 070296/ 935.00 17646 01-0026-0-5840.00-0000-3150-000-000-000 PV-110576 \$935.00 WARRANT TOTAL PROTECTION ONE 02928886 070222/ 62.52 PO-110015 2. 01-0000-0-5840.00-0000-8300-100-000-000 4/11 572.08 3. 01-0000-0-5840.00-0000-8300-101-000-000 4/11 142.82 1. 01-0000-0-5840.00-0000-8300-725-000-000 4-6/11 133.35 01-0000-0-5840.00-0000-8300-100-000-000 82091143 PV-110583 \$910.77 WARRANT TOTAL REDWOOD CITY SCHOOL DISTRICT 02928887 070248/ 18,836.76 PO-110336 1. 01-6500-0-5839.00-5770-1131-700-000-000 3118 \$18,836.76 WARRANT TOTAL SHELL OIL CO. 02928888 001206/ 19.87 01-0000-0-4301.00-0000-8110-700-000-000 Due 4/14/11 PV-110588 \$19.87 WARRANT TOTAL SHOW ME CABLES 02928889 070579/ 270.16 32371 PO-110301 1. 01-8150-0-4300.00-0000-8100-735-000-000 \$270.16 WARRANT TOTAL STANDARD INSURANCE COMPANY CB 02928890 070200/ 277.05 01-0000-0-9520.00-0000-0000-000-000-000 4/11 PV-110589

Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 04/01/2011

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0054 GENERAL FUND : 01

GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD RESC Y OBJT	DEPOSIT SO GOAL I	TYPE FUNC LOC ACT GRP	ABA NUM DES(ACCOUNT NUM CRIPTION	AMOUNT
				WARRANT	TOTAL			\$277.05
02928891	002105/	STODGHILL GROUP	1					
		PV-110584	01-0000-0-5840	.00-0000- WARRANT	7200 - 725 - 000 - 000 TOTAL	JFM	AMJ 2011 V	1,750.00 \$1,750.00
02928892	002834/	TIMELY TRANSPOR	RTATION					
		PO-110019 1.	01-7230-0-5840	.00-1110- WARRANT	3600-700-000-000 TOTAL	Apr	il 11 FOM	1,849.00 \$1,849.00
02928893	070125/	VENETIA VALLEY	PTA					
		PV-110581	01-0000-0-5300	0.00-0000- WARRANT	7110-725-000-000 TOTAL	Bas	ketball Referee	60.00 \$60.00
7	*** FUND	TOTALS ***	TOTAL NUMBER	OF WARRA	ANTS: 30	TOTAL AM	OUNT OF WARRANTS:	\$92,191.45*

Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 04/01/2011

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0054 GENERAL FUND

: 13

CAFETERIA FUND

WARRA	ANT VENDOR/ADDF REQ#		DEPOSIT TYPE I FD RESC Y OBJT SO GOAL FUNC		ACCOUNT NUM CRIPTION	AMOUNT
029288	394 070213/	PREFERRED MEAL	. SYSTEMS			
		PV-110594	13-5310-0-5840.00-0000-3700-	100-000-000 1051	18476	1,375.04
			13-5310-0-5840.00-0000-3700-	101-000-000 1051	18477	575.96
			13-5310-0-5840.00-0000-3700- WARRANT TOTAL	, 00 000 000	18476	151.14 \$2,102.14
	*** FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS:	1 TOTAL AMO	OUNT OF WARRANTS:	\$2,102.14*
	*** BATCH	TOTALS ***	TOTAL NUMBER OF WARRANTS:	31 TOTAL AMO	OUNT OF WARRANTS:	\$94,293.59*
	*** DISTRICT	TOTALS ***	TOTAL NUMBER OF WARRANTS:	31 TOTAL AMO	OUNT OF WARRANTS:	\$94,293.59*
****	END OF	REPORT ***	***			



MARIN COUNTY

OFFICE OF EDUCATION

1111 LAS GALLINAS AVENUE/P.O. BOX 4925 SAN RAFAEL, CA 94913-4925 marincoe@marin.k12.ca.us

MARY JANE BURKE
MARIN COUNTY
SUPERINTENDENT OF SCHOOLS

(415) 472-4110 FAX (415) 491-6625

VENDOR PAYMENT CERTIFICATION

		Date	4/6/11
District Name SAUSALITO MARIN C	CITY		District No. 47
The Governing Board of the of vendor payments in the total of			rizes and directs paymen
FUND NUMBER 1	BATCH NUMBER		AMOUNT
<u> </u>	55		256,516.39
	55		884.60
40	<u> </u>		6700.00
-			

-			
	,		
Aut	thorized Signature $M_{_{_{_{_{_{_{_{_{_{_{_{_{_{_{_{_{_{_{$	ugant	Dmarh.

Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 04/08/2011

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0055 GENERAL FUND : 01 GENERAL FUND

WARRANT VENDOR/ADDR NAME (REMIT) ABA NUM ACCOUNT NUM DEPOSIT TYPE AMOUNT REQ# REFERENCE LN FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP DESCRIPTION 02929684 070584/ A LITTLE EXTRA INC. Pencil Vending Machine 417.96 PO-110313 1. 01-1100-0-4300.00-1110-1010-100-000-000 WARRANT TOTAL \$417.96 BARBARA ALMQUIST 02929685 001196/ PO-110167 1. 01-6500-0-5835.00-5770-1182-700-000-000 3/11 255.00 \$255.00 WARRANT TOTAL ASCD 02929686 001117/ 135.11 PV-110624 01-0000-0-4300.00-0000-7150-725-000-00010372575 \$135.11 WARRANT TOTAL 02929687 070358/ AT&T PO-110008 1. 01-0000-0-5970.00-0000-2700-700-000-000 332 3190 38.64 \$38.64 WARRANT TOTAL AT&T CALNET 2 02929688 070329/ 147.49 1. 01-0000-0-5970.00-0000-2700-700-000-000 4/11 PO-110278 679.79 4/11 1. 01-0000-0-5970.00-0000-2700-700-000-000 14.01 4/11 1. 01-0000-0-5970.00-0000-2700-700-000-000 1. 01-0000-0-5970.00-0000-2700-700-000-000 4/11 13.07 13.07 1, 01-0000-0-5970.00-0000-2700-700-000-000 4/11 1. 01-0000-0-5970.00-0000-2700-700-000-000 4/11 13.07 WARRANT TOTAL \$880.50 BAY CITIES REFUSE INC 02929689 000006/ 1,627.40 PO-110003 1. 01-0000-0-5550.00-0000-8200-000-000-000 Bayside 670.95 1. 01-0000-0-5550.00-0000-8200-000-000-000 Manzanita \$2,298.35 WARRANT TOTAL 02929690 070513/ BOYS AND GIRLS CLUB 3/11 13,900.00 PO-110064 1. 01-6010-0-5840.00-1110-1010-700-000-000 WARRANT TOTAL \$13,900.00

Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 04/08/2011

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0055 GENERAL FUND : 01

GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) DEPOSIT TYPE ABA NUM ACCOUNT REFERENCE LN FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP DESCRIPTION	NUM AMOUNT
02929691	070597/	GABRIELE BRANSGROVE	
		PV-110610 01-0026-0-4300.00-0000-3150-000-000 Reimb. WARRANT TOTAL	34.85 \$34.85
02929692	070591/	BRIDGEWAY BAGEL	
		PV-110623 01-9479-0-4300.00-0000-2700-101-000-000 3/11 WARRANT TOTAL	163.44 \$163.44
02929693	070583/	CALIFORNIA JOB JOURNAL	
		PO-110311 1. 01-0000-0-5803.00-0000-7200-700-000 11037095 WARRANT TOTAL	199.00 \$199.00
02929694	070308/	CDW-G	
		CM-110009 01-0000-0-4300.00-0000-7200-725-000-000 WWK9989	158.19-
		PO-110320 1. 01-8150-0-4300.00-0000-8100-735-000-000 WWL9555	106.64
		PO-110327 1. 01-3310-0-4300.00-5770-1120-700-000-000 WWJ1671	120.30
		PO-110341 1. 01-0000-0-4300.00-0000-7200-725-000-000 WXP6489 WARRANT TOTAL	1,152.38 \$1,221.13
	002183/	TRELLIS CONDRA	
		PV-110622 01-0000-0-4300.00-1110-1010-101-000-000 Reimb. WARRANT TOTAL	75.04 \$75.04
02929696	070569/	FORREST CORSON	
		PV-110600 01-8150-0-4300.00-0000-8100-735-000-000 Reimb. Lawn WARRANT TOTAL	mower battery 102.28 \$102.28
02929697	002547/	DISCOVERY OFFICE SYSTEMS	
		PV-110616 01-0000-0-5605.00-0000-7200-725-000-000 55E10518020 WARRANT TOTAL	268.22 \$268.22
02929698	070511/	ASCHA DRAKE	
		PV-110602 01-9476-0-4300.00-1110-1010-700-000 Reimb. WARRANT TOTAL	94.97 \$94.97
02929699	002362/	EDUCATIONAL & PSYCHOLOGICAL	
		PO-110012 1. 01-6500-0-5800.00-5001-2110-700-000-000 4/11	3,936.66

Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 04/08/2011

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

: 01

BATCH: 0055 GENERAL FUND GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	REFERENCE LN FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
		PV-110595 01-0000-0-5840.00-0000-3130-700-000-000 WARRANT TOTAL	4/11	1,500.00 \$5,436.66
02929700	002345/	EMPIRE ELEVATOR CO INC		
		PO-110314 1. 01-8150-0-5600.00-0000-8110-735-000-000 WARRANT TOTAL	61779	110.00 \$110.00
02929701	002601/	FIRST STUDENT INC.		
		PV-110598 01-9471-0-5819.00-1110-1010-700-000-000 WARRANT TOTAL	10483959	495.00 \$495.00
02929702	070581/	FSG INC.		
		PO-110307 1. 01-9478-0-5840.00-0000-7110-700-000-000 WARRANT TOTAL	032911SAU0101	74,814.68 \$74,814.68
02929703	070132/	HSBC BUSINESS SOLUTIONS		
		PV-110618 01-0000-0-4300.00-0000-7200-725-000-000	3/11	53.60
		01-9479-0-4300.00-0000-2700-101-000-000	3/11	432.00
		01-9479-0-4300.00-1110-1010-101-000-000 WARRANT TOTAL	3/11	99.50 \$585.10
02929704	070076/	IDEATION GROUP		
		PO-110125 1. 01-0240-0-5840.00-0000-2130-700-000-000 WARRANT TOTAL	3/11	5,915.00 \$5,915.00
02929705	000904/	JACKSON'S		
		PO-110155 1. 01-8150-0-4300.00-0000-8100-735-000-000 WARRANT TOTAL	S2060832	29.53 \$29.53
02929706	001794/	LOUIE'S DELI		
		PV-110605 01-0000-0-4300.00-0000-7110-725-000-000 WARRANT TOTAL	4116	306.00 \$306.00
02929707	000580/	MARIN COUNTY SHERIFF DEPART.		
		PV-110612 01-0000-0-5821.00-0000-7200-725-000-000 WARRANT TOTAL	110473	60.00 \$60.00

Marin County Office of Education COMMERCIAL WARRANT REGISTER

FOR WARRANTS DATED 04/08/2011

04/07/11 PAGE

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BATCH: 0055 GENERAL FUND : 01 GENERAL FUND

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

O2929718 O70501	1			
02929710 070501	WARRANT		REFERENCE LN FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP DESCRIPTION	AMOUNT
WARRANT TOTAL \$29,900.66	02929708	070501/		
P0-110173 1. 01-0000-0-5840.00-0000-3140-100-000-000 8550388-A84 7550.00 02929710 000899/ MICHAEL'S TRANSPORTATION SERV PV-110617 01-0000-0-5840.00-0000-3600-700-000-000 64791. 64525, 64638, 64827 2.883.00 02929711 070587/ MILL P0-110331 1. 01-9479-0-5840.00-1110-1010-101-000-000 3/11 plus 182/11 10.278.00 MARRANT TOTAL P0-110332 1. 01-9479-0-5840.00-1110-1010-101-000-000 72588 31.60 1. 01-0000-0-4300.00-1110-1010-101-000-000 72588 31.60 1. 01-0000-0-4300.00-1110-1010-101-000-000 72531 22.88 P0-110335 1. 01-9479-0-4300.00-1110-1010-101-000-000 72531 22.88 P0-110342 1. 01-0000-0-4300.00-1110-1010-101-000-000 72533 24.50 P0-110342 1. 01-0000-0-4300.00-1110-1010-101-000-000 72533 31.60 02929713 070107/ VIDA MOATTAR PV-110608 01-0000-0-2300.00-0000-725-000-000 Mileage 3/11 137.92 02929714 000548/ MOLLIE STONE'S PV-110604 01-0000-0-4300.00-0000-725-000-000 MARRANT TOTAL 02929715 070525/ OFFICE EQUIPMENT FINANCE PV-110620 01-0000-0-5605.00-1110-1010-100-0000 174333245 744.47 02929716 070411/ PERFECT TIMING			0.070	29,960.62 \$29,960.62
MARRANT TOTAL \$750.00	02929709	070447/	MAXIM HEALTHCARE SERVICES	
PV-110617 01-0000-0-5840.00-0000-3600-700-000 64791, 64525, 64638, 64827 2.883.00 82.880 82.883.00 82.880 82.				750.00 \$750.00
WARRANT TOTAL \$2,883.00 02929711 070587/ MILI PO-110331 1. 01-9479-0-5840.00-1110-1010-000-000 WARRANT TOTAL \$10,278.00 02929712 001927/ MILL VALLEY SERVICES PO-110326 1. 01-0000-0-4300.00-1110-1010-000-000 72588 31.60 1. 01-0000-0-4300.00-1110-1010-101-000-000 72531 22.86 PO-110335 1. 01-9479-0-4300.00-1110-1000-000 72553 24.50 PO-110342 1. 01-0000-0-4300.00-0000-7200-725-000-000 72623 97.33 \$176.35 02929713 070107/ VIDA MOATTAR PV-110608 01-0000-0-5230.00-0000-7300-725-000-000 Mileage 3/11 137.92 02929714 000548/ MOLLIE STONE'S PV-110604 01-0000-0-4300.00-0000-7110-725-000-000 WARRANT TOTAL 30.81 02929715 070525/ OFFICE EQUIPMENT FINANCE PV-110620 01-0000-0-5605.00-1110-1010-100-000-000 174333245 744.47 02929716 070411/ PERFECT TIMING	02929710	000899/	MICHAEL'S TRANSPORTATION SERV	
P0-110331 1. 01-9479-0-5840.00-1110-1010-101-000-000 3/11 plus 182/11 10,278.00 WARRANT TOTAL \$10,278.00 WARRANT TOTAL \$1,000-00-000 72531 22.86 P0-110335 1. 01-9479-0-4300.00-1110-1010-101-000-000 72531 22.86 P0-110342 1. 01-0000-0-4300.00-101-000-000 72553 24.55 P0-110342 1. 01-0000-0-4300.00-0000-7200-725-000-000 72623 97.37 \$176.35			7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	2,883.00 \$2,883.00
WARRANT TOTAL \$10,278.00 02929712 001927/ MILL VALLEY SERVICES \$P0-110326	02929711	070587/	MILI	
P0·110326 1. 01·0000·0·4300.00-1110·1010·101·000·000 72588 31.60 1. 01·0000·0·4300.00-1110·1010·101·000·000 72531 22.86 P0·110335 1. 01·9479·0·4300.00·1110·1000·101·000·000 72553 24.50 P0·110342 1. 01·0000·0·4300.00·0000·7200·725·000·000 72623 97.37 WARRANT TOTAL 7076.38 02929713 070107/ VIDA MOATTAR PV·110608 01·0000·0·5230.00·0000·7300·725·000·000 Mileage 3/11 137.92 WARRANT TOTAL \$137.92 02929714 000548/ MOLLIE STONE'S PV·110604 01·0000·0·4300.00·0000·7110·725·000·000 85472 30.81 WARRANT TOTAL \$30.81 PV·110620 01·0000·0·5605.00·1110·1010·100·000·000 174333245 744.47 WARRANT TOTAL \$744.47			1	10,278.00 \$10,278.00
1. 01-0000-0-4300.00-1110-1010-101-000-000 72531 22.86 P0-110335 1. 01-9479-0-4300.00-1110-1000-000 72553 24.50 P0-110342 1. 01-0000-0-4300.00-0000-7255-000-000 72623 97.37 WARRANT TOTAL 70761.35 PV-110608 01-0000-0-5230.00-0000-7300-725-000-000 Wileage 3/11 137.92 WARRANT TOTAL \$137.92 02929714 000548/ MOLLIE STONE'S PV-110604 01-0000-0-4300.00-0000-7110-725-000-000 85472 30.81 \$30.81 02929715 070525/ OFFICE EQUIPMENT FINANCE PV-110620 01-0000-0-5605.00-1110-1010-100-000-000 174333245 744.47 WARRANT TOTAL \$744.47	02929712	001927/	MILL VALLEY SERVICES	
P0·110335 1. 01·9479·0·4300.00·1110·1000·101·000·000 72553 24.50 P0·110342 1. 01·0000·0·4300.00·0000·7250·000·000 72623 97.37 WARRANT TOTAL 72623 97.37 \$176.35 02929713 070107/ VIDA MOATTAR PV·110608 01·0000·0·5230.00·0000·7250·000·000 Mileage 3/11 137.92 WARRANT TOTAL \$137.92 02929714 000548/ MOLLIE STONE'S PV·110604 01·0000·0·4300.00·0000·7110·725·000·000 85472 30.81 WARRANT TOTAL \$30.81 02929715 070525/ OFFICE EQUIPMENT FINANCE PV·110620 01·0000·0·5605.00·1110·1010·100·000·000 174333245 744.47 WARRANT TOTAL 74333245 744.47			PO-110326 1. 01-0000-0-4300.00-1110-1010-101-000-000 72588	31.60
PO-110342 1. 01-0000-0-4300.00-0000-7200-725-000-000 72623 97.37 \$176.35	garan is		1. 01-0000-0-4300.00-1110-1010-101-000-000 72531	22.88
MARRANT TOTAL \$176.35			PO-110335 1. 01-9479-0-4300.00-1110-1000-101-000-000 72553	24.50
PV-110608 01-0000-0-5230.00-0000-7300-725-000-000 Mileage 3/11 137.92 \$137.92 02929714 000548/ MOLLIE STONE'S PV-110604 01-0000-0-4300.00-0000-7110-725-000-000 85472 30.81 WARRANT TOTAL \$30.81 PV-110620 01-0000-0-5605.00-1110-1010-100-000-000 174333245 744.47 WARRANT TOTAL \$744.47			, , , , , , , , , , , , , , , , , , , ,	97.37 \$176.35
WARRANT TOTAL \$137.92 02929714 000548/ MOLLIE STONE'S PV-110604 01-0000-0-4300.00-0000-7110-725-000-000 85472 30.81 WARRANT TOTAL \$30.81 02929715 070525/ OFFICE EQUIPMENT FINANCE PV-110620 01-0000-0-5605.00-1110-1010-100-000-000 174333245 744.47 WARRANT TOTAL \$744.47	02929713	070107/	VIDA MOATTAR	
PV-110604 01·0000·0-4300.00-0000·7110·725·000·000 85472 30.81 02929715 070525/ OFFICE EQUIPMENT FINANCE PV-110620 01·0000·0-5605.00·1110·1010·100·000·000 174333245 744.47 WARRANT TOTAL 7744.47 02929716 070411/ PERFECT TIMING			11110ago 0.11	137.92 \$137.92
WARRANT TOTAL \$30.81 02929715 070525/ OFFICE EQUIPMENT FINANCE PV-110620 01-0000-0-5605.00-1110-1010-000-000 174333245 744.47 WARRANT TOTAL \$744.47	02929714	000548/	MOLLIE STONE'S	
PV-110620 01-0000-0-5605.00-1110-1010-100-000 174333245 744.47 WARRANT TOTAL \$744.47			30172	30.81 \$30.81
WARRANT TOTAL \$744.47 02929716 070411/ PERFECT TIMING	02929715	070525/	OFFICE EQUIPMENT FINANCE	
			2.1002.0	744.47 \$744.47
	02929716	070411/		
				862.40

02929725 002834/

TIMELY TRANSPORTATION

PO-110019 1. 01-7230-0-5840.00-1110-3600-700-000-000

04/07/11 PAGE

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1,849.00

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0055 GENERAL FUND

: 01 . GENERAL FUND

WARRANT VENDOR/ADDR NAME (REMIT) DEPOSIT TYPE ABA NUM ACCOUNT NUM REQ# REFERENCE LN FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP DESCRIPTION **AMOUNT** 01-0000-0-5845.00-0000-7150-725-000-000 PV-110621 27329 646.80 WARRANT TOTAL \$1,509.20 02929717 001664/ RETAIL SERVICES PV-110611 01-0000-0-5300.00-0000-7150-725-000-000 Membership 11-12 300.00 WARRANT TOTAL \$300.00 02929718 070264/ DONNA RICHARDSON $01 - 3010 - 0 - 5230 .\ 00 - 1110 - 1010 - 700 - 000 - 000$ PV-110599 3/11 387.09 WARRANT TOTAL \$387.09 02929719 002475/ SCHOOL WISE PRESS PO-110020 1. 01-0000-0-5840.00-0000-7180-725-000-000 54621 1,375.25 WARRANT TOTAL \$1,375.25 02929720 070568/ KERRY SCOLA PV-110619 01-0026-0-4300.00-0000-3150-000-000-000 Reimb. 15.75 WARRANT TOTAL \$15.75 02929721 070406/ SILYCO PO-110024 1. 01-0000-0-5837.00-0000-2420-700-000-000 MAR2011 3,600.00 WARRANT TOTAL \$3,600.00 02929722 070586/ SANDIE SPOERING PV-110625 01-9479-0-4300.00-0000-2700-101-000-000 Reimb. 29.50 WARRANT TOTAL \$29.50 02929723 002680/ STEPHEN ROATCH ACCOUNTANCY PO-110025 1. 01-0000-0-5809.00-0000-7110-000-000-000 Audit-Final billing 1.540.00 WARRANT TOTAL \$1.540.00 02929724 070367/ TIME CLOCK INC. PO-110035 1. 01-0000-0-5849.00-0000-7200-000-000-000 PA48580.01 147.15 WARRANT TOTAL \$147.15

April 11 Mid

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Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 04/08/2011

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0055 GENERAL FUND

: 01

GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
			WARRANT TOTAL		\$1,849.00
02929726	070494/	BROOKE TOCZYLOW	SKI	•	
		PV-110614	01-9476-0-5240.00-1110-1010-700-000-000 WARRANT TOTAL	Arts Meetings 3/11	43.75 \$43.75
02929727	002619/	UPS			
		PV-110606	01-0000-0-5803.00-0000-7200-700-000-000 WARRANT TOTAL	YR7384131	16.22 \$16.22
02929728	070516/	VIDAL VERDUZCO			
		PV-110609	01-8150-0-5600.00-0000-8110-735-000-000 WARRANT TOTAL	111510	335.95 \$335.95
02929729	000078/	WATERSTREET CO			
		PO-110156 1.	01-8150-0-4300.00-0000-8100-735-000-000 WARRANT TOTAL	3/31/11	52.10 \$52.10
02929730	002172/	WILLOW CREEK AC	ADEMY		
James Comment		PV-110607	01-0000-0-8096.00-0000-9200-103-000-000	In Lieu Payment 4/11	92,235.00
		PV-110613	01-9476-0-5240.00-1110-1010-103-000-000 WARRANT TOTAL	Arts Meetings 3/11	282.80 \$92,517.80
*	*** FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS: 47	TOTAL AMOUNT OF WARRANTS:	\$256,516.39*

Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 04/08/2011

04/07/11 PAGE

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DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0055 GENERAL FUND

: 13

CAFETERIA FUND

WARRANT	VENDOR/ADDR REQ#	• •	DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
02929731	000105/	CLOVER-STORNETT	A FARMS		
		PV-110596	13-5310-0-5849.00-0000-3700-700-000-000	Bayside	608.50
			13-5310-0-5849.00-0000-3700-700-000-000 WARRANT TOTAL	MLK	275.50 \$884.00
*	** FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS: 1	TOTAL AMOUNT OF WARRANTS:	\$884.00*

APY250 H.02.09

Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 04/08/2011

04/07/11 PAGE

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DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

**** END OF REPORT ****

BATCH: 0055 GENERAL FUND

SPECIAL RESERVE~CAP OUTLAY #1

WARRANT	VENDOR/ADDF REQ#		DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC LOC AC	ABA NUM ACCOUNT NUM T GRP DESCRIPTION	AMOUNT
02929732	070386/	KEYGENT LLC			
		PV-110615	40-0000-0-5831.00-0000-8500-000-00 WARRANT TOTAL	0-000 21-65474-02011-001	2,000.00 \$2,000.00
02929733	070126/	BRUCE MANSELL			
		PV-110603	40-0000-0-6220.00-0000-8500-100-00	0-103 3/11 Bayside 7 MLK	3,200.00
			40-0000-0-6220.00-0000-8500-101-00 WARRANT TOTAL	0-103 3/11 Bayside 7 MLK	1,500.00 \$4,700.00
*	*** FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS: 2	TOTAL AMOUNT OF WARRANTS:	\$6,700.00*
*	*** BATCH	TOTALS *** `	TOTAL NUMBER OF WARRANTS: 50	TOTAL AMOUNT OF WARRANTS:	\$264,100.39*
*	*** DISTRICT	TOTALS ***	TOTAL NUMBER OF WARRANTS: 50	TOTAL AMOUNT OF WARRANTS:	\$264,100.39*



MARIN COUNTY

OFFICE OF EDUCATION

1111 LAS GALLINAS AVENUE/P.O. BOX 4925 SAN RAFAEL, CA 94913-4925 marincoe@marin.k12.ca.us

MARY JANE BURKE MARIN COUNTY SUPERINTENDENT OF SCHOOLS (415) 472-4110 FAX (415) 491-6625

VENDOR PAYMENT CERTIFICATION

VENDOR PATIVILITY CENTILITY TOATION						
	Da	te4/11/11				
District Name SAUSALITO	MARIN CITY	District No. 47				
_	d of the District named hereon herebotal of \$ 13,228.81.	y authorizes and directs payment				
FUND NUMBER	BATCH NUMBER	· AMOUNT				
01	5%	8,594,93				
	_56	4633,88				
		,				
		The state of the s				
-						
***************************************	A-100-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-					
-						
		-				
	Authorized Signature Manage	surt and i				

Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 04/13/2011

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT BATCH: 0056 GENERAL FUND

: 01

GENERAL FUND

¥						
WARRAN	r vendor/addr req#	NAME (REMIT) REFERENCE LN	FD RESC Y OBJT	DEPOSIT TYPE SO GOAL FUNC LOC ACT GRP	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
02929980	070358/	AT&T				
		PO-110008 1.	. 01-0000-0-5970	.00-0000-2700-700-000-000	289 0831	31.46
		1.	01-0000-0-5970	.00-0000-2700-700-000-000	332 7803	55.52
		1.	. 01-0000-0-5970	.00-0000-2700-700-000-000 WARRANT TOTAL	289 0609	31.46 \$118.44
0292998	1 070329/	AT&T CALNET 2				
		PO-110278 1	. 01-0000-0-5970	.00-0000-2700-700-000-000 WARRANT TOTAL	4/11	58.97 \$58.97
0292998	2 002489/	BUILDING CARE S	SYSTEMS			
		PV-110634	01-8150-0-5845	.00-0000-8210-735-000-000 WARRANT TOTAL	27881	159.50 \$159.50
02929983	3 070569/	FORREST CORSON				
		PV-110633	01-0000-0-5230	.00-0000-8110-735-000-000 WARRANT TOTAL	Mileage 2-3/11	161.30 \$161.30
<u>^^^^2998</u> 4	4 001807/	EMPLOYMENT DEVI	ELOPMENT DEPT.			
		PV-110627	01-0000-0-9515	.00-0000-0000-000-000-000 WARRANT TOTAL	94241171, Q1, 2011	4,881.51 \$4,881.51
0292998	5 001509/	PAULA HAMMONS				
		PV-110632	01-9472-0-4300	.00-0000-2700-100-000-000 WARRANT TOTAL	Reimb. Family game night	27.94 \$27.94
0292998	5 000047/	MARIN MUNICIPAL	_ WATER DST			
		PO-110002 1	. 01-0000-0-5535	.00-0000-8200-000-000-000	135958	1,175.97
		1	. 01-0000-0-5535	.00-0000-8200-000-000-000	443952	85.49
		1	. 01-0000-0-5535	.00-0000-8200-000-000-000	122739	329.40
		1	. 01-0000-0-5535	.00-0000-8200-000-000-000	150959	85.49
		1	. 01-0000-0-5535	.00-0000-8200-000-000-000 WARRANT TOTAL	137249	268.38 \$1,944.73

APY250 H.02.09

Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 04/13/2011

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0056 GENERAL FUND

: 01 GENERAL FUND

WARRANT VENDOR/ADDR NAME (REMIT) DEPOSIT TYPE ABA NUM ACCOUNT NUM AMOUNT REFERENCE LN FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP DESCRIPTION REQ# MARIN SANITARY SERVICE 02929987 070326/ 42.00 PO-110092 1. 01-0000-0-5550.00-0000-8200-000-000-000 26843 \$42.00 WARRANT TOTAL MILL VALLEY SERVICES 02929988 001927/ 69.52 PO-110343 1. 01-9479-0-4300.00-1110-3910-101-000-000 72625 \$69.52 WARRANT TOTAL 02929989 001248/ NELSON STAFFING SOLUTIONS 269.06 $01 - 0000 - 0 - 5845 \cdot 00 - 0000 - 2700 - 700 \cdot 000 - 000$ 5249847 PV-110630 \$269.06 WARRANT TOTAL 02929990 070448/ JONNETTE NEWTON 145.70 $01 - 9472 \cdot 0 - 4300 \cdot 00 - 0000 \cdot 2700 \cdot 100 - 000 - 000$ Reimb. Family game night PV-110631 \$145.70 WARRANT TOTAL PERFECT TIMING 02929991 070411/ 323.40 01-0000-0-5845.00-0000-7150-725-000-000 30053 PV-110629 \$323.40 WARRANT TOTAL SANDIE SPOERING .9992 070586/ Reimb. 31.71 01-9479-0-4300.00-0000-2700-101-000-000 PV-110635 \$31.71 WARRANT TOTAL 02929993 002619/ UPS 14.77 01-0000-0-5960.00-0000-7200-725-000-000 YR7384141 PV-110626 \$14.77 WARRANT TOTAL 02929994 000080/ XEROX CORPORATION 119.87 1. 01-0000-0-5605.00-0000-2700-101-000-000 54321829 PO-110101 64.50 1. 01-0000-0-5605.00-0000-2700-101-000-000 54321828 64.87 54321827 1. 01-0000-0-5605.00-0000-2700-101-000-000 1. 01-0000-0-5605.00-0000-2700-101-000-000 97.14 54321826 \$346.38 WARRANT TOTAL \$8.594.93* TOTAL NUMBER OF WARRANTS: TOTAL AMOUNT OF WARRANTS: 15 *** FUND TOTALS ***

APY250 H.02.09

Marin County Office of Education COMMERCIAL WARRANT REGISTER FOR WARRANTS DATED 04/13/2011

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0056 GENERAL FUND

: 13 CAFETERIA FUND

ABA NUM ACCOUNT NUM WARRANT VENDOR/ADDR NAME (REMIT) DEPOSIT TYPE REQ# REFERENCE LN FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP DESCRIPTION **AMOUNT** PREFERRED MEAL SYSTEMS 02929995 070213/ 13-5310-0-5840.00-0000-3700-100-000-000 1,663.82 10515121 PV-110628 1,597.82 13-5310-0-5840.00-0000-3700-100-000-000 10521726 595.17 10515122 13-5310-0-5840.00-0000-3700-101-000-000 10521727 479.81 13-5310-0-5840.00-0000-3700-101-000-000 125.96 $13 - 5310 - 0 - 5840 \cdot 00 - 0000 - 3700 - 700 - 000 - 000$ 10515121 13-5310-0-5840.00-0000-3700-700-000-000 171.30 10521726 \$4,633.88 WARRANT TOTAL \$4,633.88* TOTAL AMOUNT OF WARRANTS: TOTALS *** TOTAL NUMBER OF WARRANTS: 1 *** FUND \$13,228.81* TOTAL AMOUNT OF WARRANTS: BATCH TOTALS *** TOTAL NUMBER OF WARRANTS: TOTAL AMOUNT OF WARRANTS: \$13.228.81* *** DISTRICT TOTALS *** TOTAL NUMBER OF WARRANTS: 16

**** END OF REPORT ****

Sausalito Marin City School District

Bayside Elementary School

CDS Code: 21-65474-6024889



Single Plan for Student Achievement February 2010-February 2011

Jonnette Newton, Principal
Bayside Elementary School
630 Nevada Street, Sausalito, CA 94965
415.332.1024
jnewton@marin.marin.k12.ca.us

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Page numbers will be updated when the final draft is prepared after approval by the Board.

Sausalito Marin City School District Categorical Programs

Title I Program School Wide Plan (SWP) Requirements Reference Page

The following components required in NCLB Title I, Part A, Section 1114 for SWP are addressed in the **Bayside School** Single Plan for Student Achievement as indicated below. **Source:** www.cde.ca.gov/sp/sw/rt

Required School Wide Plan (SWP) Components	Plan Page(s)
1. Comprehensive needs assessment of the entire school: Based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.	8-13
 2. School wide reform strategies that: provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement use effective methods and instructional strategies that are based on scientifically based research that – strengthen the core academic program; increase the amount and quality of learning time, such as providing extended opportunities outside the regular school day; include strategies for meeting the educational needs of historically underserved populations (migrant students, homeless students, and American Indian students) include strategies to address the needs of all children in the school, but particularly the needs of low-achievement children 	17-28
3. Instruction by highly qualified teachers	3
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, other school staff and parents.	20, 22-23, 26, 28
5. Strategies to attract high quality, highly qualified teachers to high-need schools	3
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.	31
7. Plans for assisting preschool children in the transition from early childhood programs to local elementary schools.	3, 19, 22, 26,31
8. Measures to include teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.	31
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of state content standards receive timely, effective additional assistance.	32
10. Coordination and integration of federal, state, and local services and programs.	32

X In addition, the school assures the following:

- The plan describes how the school will implement the above
- The plan describes how the school will use resources under Title I and from other sources to implement those components
- The plan includes a list of State educational agency and local educational agency programs and other Federal programs that will be consolidated in the school wide program

The plan describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the required academic assessments.

Bayside Elementary School

School Vision Statement

"Our school's vision is that all students succeed as learners, critical thinkers and productive citizens and learning will take place in an environment in which the diversity of each person is valued and celebrated. All persons: students, parents, staff and community members are treated with dignity and respect."

School Description

Bayside Elementary is a K-5 school drawing its student population from Sausalito and Marin City. Enrollment in the 2009-2010 2010-2011 school year was 123 119 students in grades K-5. The 2010-2011 Consolidated Application report indicated that 33 students were Hispanic, 2 were American or Alaskan Native, 9 were Asian, 58 were African American, 9 were Asian, 6 were White, and 9 were multiracial. with approximately 51% African-American, 29% Hispanic, 4% White and 7% Asian 9% other. Students whose primary language is other than English make up 28% of the student population. Over 95 92% of our students receive free or reduced-price lunches.

Willow Creek Academy, an independent, K-8 charter school, is also located on the Bayside Elementary School campus.

Staff Certification

Local Education Agency (LEA) Plan - Performance Goal # 2

Bayside Elementary School has seven classroom teachers. All are highly qualified under NCLB and all have CLAD or equivalent certification. Currently NCLB certification as well as CLAD or equivalent are required for employment. All paraprofessionals are NCLB certified. Openings for certificated and classified staff are advertised on the school and county website and on Craig's List.

Overview of School Programs

General education students are served in self-contained classrooms with fully certificated teachers in grades K-5. Additional staffing includes 6 paraprofessionals, and a resource specialist, and part-time speech therapist, certified nurse, counselor and social worker.

Preschool children are assisted in the **transition from early childhood programs** to Bayside Elementary School in the following ways:

- 1. First Five Funded Early Start Summer Program
 - For pre-K students and their parents
 - Five weeks taught by the K teacher
- 2. Orientation day for K students and their parents
- 3. Pre-kindergarten visit for community preschools and daycare providers each spring
- 4. Kindergarten parent information night each spring

Special education, counseling, ELL and Title I services are provided for students with special needs. A GATE program for gifted and talented students is offered. Through partnerships with the Marin Community Foundation, Youth in Arts, the Milagro Foundation, the Headlands Institute, and the Point Bonita Science Project, the District schools are provided with enrichment programs in the visual and performing arts and the sciences. The District also offers an after school tutorial program, grades K-8.

In the past, student achievement has been inconsistent across grades (subsequent classes) due to a significant number of Bayside Elementary students not remaining in the same school over a three-year period of time. In 2008-09 2009-2010 the mobility rate was 41.3%. The higher the mobility rate the more inconsistent strong achievement across the grades

Description of State and Federal Programs and Allocations

Check the box for each state and federal categorical program in which the school <u>participates</u> and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school <u>participates</u>. If the school receives <u>funding</u>, then the plan must include the proposed expenditures.)

State	Allocation *					
	California School Age Families Education <u>Purpose</u> : Assist expectant and parenting students succeed in school.	\$				
X	Economic Impact Aid/ State Compensatory Education <u>Purpose</u> : Help educationally disadvantaged students succeed in the regular program.	\$ 39,923				
X	Economic Impact Aid/ English Learner Program <u>Purpose</u> : Develop fluency in English and academic proficiency of English learners	\$ 31,360				
	High Priority Schools Grant Program <u>Purpose</u> : Assist schools in meeting academic growth targets.	\$				
	Instructional Time and Staff Development Reform Purpose : Train classroom personnel to improve student performance in core curriculum areas.	\$				
	Peer Assistance and Review <u>Purpose</u> : Assist teachers through coaching and mentoring.	\$				
	Pupil Retention Block Grant <u>Purpose</u> : Prevent students from dropping out of school.	\$				
X	School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	\$ 15,480				
X	School Safety and Violence Prevention Act Purpose : Increase school safety.	\$ 2820				
X	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	\$ 227				
X	List and Describe Other State or Local funds (e.g., Gifted and Talented Education) Gifted and Talented (GATE) Targeted Instruction Grant (District wide unrestricted) After School Education and Safety (ASES) Grant	\$ 2397 166,309 52,650				
Total amount of state categorical funds allocated to this school \$\frac{311,16}{310,93}\$						
These allotments may change when the state budget is adopted in 2010-2011. 2011-2012						

Federal Programs under No Child Left Behind (NCLB)

5

Allocation *

	Title I, Neglected <u>Purpose</u> : Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
	Title I, Part D: Delinquent <u>Purpose</u> : Supplement instruction for delinquent youth	\$
X	Title I, Part A: School wide Program <u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas	\$ 74,606
	Title I, Part A: Targeted Assistance Program <u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
	Title I, Part A: Program Improvement <u>Purpose</u> : Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
X	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose</u> : Improve and increase the number of highly qualified teachers and principals	\$ 9,140
X	Title II, Part D: Enhancing Education Through Technology <u>Purpose</u> : Support professional development and the use of technology	\$ 610
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose</u> : Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 1049
X	Title III: Immigrant	630
X	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose</u> : Support learning environments that promote academic achievement	\$ 876
	Title V: Innovative Programs <u>Purpose</u> : Support educational improvement, library, media, and at-risk students	\$
	Title VI, Part B: Rural Education Achievement <u>Purpose</u> : Provide flexibility in the use of NCLB funds to eligible LEAs	\$
	Other Federal Funds (list and describe)	\$
	Total amount of federal categorical funds allocated to this school	\$ 96,911
	Total amount of state and federal categorical funds allocated to this school	\$ 408,077

^{*}These allotments may change when the state budget is adopted in 2010-2011. 2011-2012

¹ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Bayside Elementary School Bayside/Martin Luther King, Jr. Academy

SCHOOLSITE COUNCIL MEMBERSHIP*

February 2010 2011 - February 2011 2012

The current make-up of the School Site Council is as follows:

Natasha O. Griffin		
Typed name of Chairperso	n	
Electronic signature: Nata	sha Griffin	<i>February 4, 2010</i>
Signature	(3) Teachers (1) Other Principal school staff Community members	Date Grades K-8

SSC Members	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other (specify)
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(1)	(J)
1. Shana Williams Elizabeth Troupe, Bayside	x		Х						
2. June Farmer Danielle Hoff, MLK	x		х						
3. Yolanda Morgan Nancy Burton, MLK	х		х						
4. Cherie Velyines Mrs. Seymour, Bayside	х		х						
5. Jenny Schmidt Susan Cassidy, Bayside					х				
6. Jacqueline Johnson, Bayside Alesia Cook, MLK	x		х						
7. Megan Bolduc, Bayside						х			
8. Debra Moore, MLK					х				
9. Natasha Griffin, MLK					х				
10. Stephen Strachan Karen Brinkman, MLK Jonnette Newton, Bayside				х					
ALTERNATES									<u> </u>
1. Lynda Storek, MLK				x					
2. Joyce Teat , Bayside	х		x						
3. Flora Sanchez, Bayside						x			
4. Charae Ball, MLK Student							<u> </u>		
Mark Damasco, MLK Student *A waiver from the California Department of Education is on file in the			<u> </u>				<u> </u>		

Recommendations and Assurances

Other (list)

The School Site Council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- 1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3.	The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
	School Advisory Committee for State Compensatory Education Programs
	X English Learner Advisory Committee
	Community Advisory Committee for Special Education Programs
	X Gifted and Talented Education Program Advisory Committee

4.	The school site council reviewed the content requirements for school plans of programs included in this <i>Single Plan for Student Achievement</i> and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.						
5.	proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to						
	improve student academic performance.		March 21, 2011				
6.	This school plan was adopted by the school	ol site council at a public meeting or					
Att	ested:						
	Ionnette Newton	Jonnette Newton	March 21, 2011				
Ste	ephen Strachan Karen Brinkman Lynda Sto	orek <i>Stephen Strachan Karen Brinkm</i>	<u>an</u> _Lynda Storek				
	bruary 4, 2010						
10	Typed name of school principal	Signature of school principal	Date				
			March 21, 2011				
		Matacha O Cuiffin	February 4, 2010				
	Natasha O. Griffin	Natasha O. Griffin	Date				
	Typed name of SSC chairperson	Signature of SSC chairperson	Daic				

Demographic and Achievement Data

BAYSIDE ELEMENTARY DEMOGRAPHICS

	2006-2007	2007-2008	2008-2009	2009-2010
Enrollment, CBEDS				
All Students	84	98	135	123
% Ethnicity, CBEDS				
African American	67.9	73.5	55.6	
American Indian / Alaskan Native	0.0	0.0	0.7	
Asian	3.6	5.9	5.9	
Filipino	0.0	0.0	0.7	
Hispanic / Latino	16.6	17.3	26.7	
Pacific Islander	0.0	0.0	1.5	
White (not of Hispanic Origin)	4.8	1.0	2.2	
Mobility, STAR % new to site this year	15.0	23.7	25.3	
70 ACT to Site this year				L
% Free/Reduced Lunch, Consolidated Application				
	97.0	90.8	87.2	
nglish Proficiency, Spring R-30 Language Census % English Language Learners (EL) % Fluent English (IFEP & RFEP)	14.0 14.3	17.0 1.0	28.0 0.7	26.0
# of Students Reclassified to FEP for Year	0.0	1	3	4
Average # of Students enrolled in Special Education, Sc			T 7	10
RSP	11	5	7 7	5
SDC	6 9	9	19	11
Speech	9	9	19	11
Total # of Annual Suspensions, Consolidated Applic.	84	53	90	113
Total # of Annual Expulsion, Consolidated Applic.	0	1	0	0
Truancy Rate (%), Consolidated Application	20.24	17	16.3	31.7
Trume, Rate (70), Consondated Application	20.21	<u> </u>	1	1 32.7
% of Core Academic classes taught by NCLB Complian				
	100.0	100.0	100.0	100.0

Bayside Elementary School Discipline Data

Suspensions by Ed. Code Offense	2006-2007	2007-08	2008-09	2009-2010
48990 (a 1) Caused/Threatened/Attempted	28	16	39	44
Injury				
48990 (a2) Willfully used force or violence	18	4	19	1
48990 (b) Possess/Sale/Furnish Dangerous	0	2	0	0
Object				
48990 (c) Possess/Use/Sale/Furnish	0	0	0	0
Controlled Subst.				
48990 (d) Offer/Sale Controlled Substance	0	0	0	0
48990 (e) Commit/Attempt Robbery or	0	0	0	0
Extortion	***************************************			
48990 (f) Cause/Attempt Damage to	3	3	1	1
Property		_		
48990 (g) Stolen/Attempted to Steal Property	2	4	0	0
48990 (h) Possession of Tobacco	0	0	0	0
48990 (i) Obscene Act/Vulgarity	0	1	4	1
48990 (j) Possess/Offer/Sale of Drug	0	0	0	0
Paraphernalia				
48990 (k) Disruption/Defied Authority	27	16	27	62
48990 (1) Received Stolen Property	0	0	0	1
48990 (m) Possess Imitation Firearm	0	0	0	0
48990 (n) Sexual Assault/Battery	0	0	0	0
48990 (o) Harass/Threaten/Intimidate	0	0	0	0
Witness	-	_	-	-
48990.2 Sexual Harassment	0	2	0	1
48990.3 Cause/Attempt/Threat/Partic. Hate	1	0	0	2
Violence	_		-	
48990.4 Created a Hostile Environment	5	5	0	0
48990.7 Terrorist Threat	0	0	0	0
Total # of Annual Suspensions	84	53	90	113
Total # of Annual Expulsions	0	1	0	0
Total # of identified Truants	0	Not available	0	39

STUDENT ACHIEVEMENT DATA

		2007	-2008	3		2008-	2009)	2	2009-	-2010)
Academic Performance Index (API)	Base	Growth	Base	Growth	Base	Growth	Base	Growth	Base	Growth	Difference	Met Target
School wide	808	734	808	N	731	773	42	Y	773	763	-10	N
African American												
American Indian / Alaskan Native												
Asian												
Filipino			<u> </u>									
Hispanic / Latino							<u> </u>		ļ		ļ	<u> </u>
Pacific Islander				<u> </u>	L			<u> </u>		ļ	ļ	<u> </u>
White (not of Hispanic Origin)						<u> </u>		<u> </u>			ļ	ļ.,
Socioeconomically Disadvantaged	777	795	777	795	734	781	47	Y	781	755	-26	N
English Learners		ļ					<u> </u>	<u> </u>	 		<u> </u>	ļ
Students with Disabilities		<u> </u>	<u> </u>			<u></u>	<u> </u>	1			<u> </u>	<u></u>
Adequate Yearly Progress (AYP)			_E T		Ħ		.	Ħ			t l	iz.
English Language Arts	% Partic.		% Proficient	% Partic.	% Proficient		% Partic.	% Proficient	% Partic.		% Proficient	Met Criteria
School wide	Y		Y	Y	Y		Y	Y	Y		Y	Y
African American												
American Indian / Alaskan Native					<u> </u>							
Asian									<u> </u>			
Filipino												···········
Hispanic / Latino					<u> </u>							
Pacific Islander									1			
White (not of Hispanic Origin									<u> </u>			
Socioeconomically Disadvantaged									<u> </u>			
English Learners					<u> </u>				_			
Students with Disabilities									<u> </u>			
					T-		T		T		Т	
Adequate Yearly Progress (AYP) Mathematics	% Partic		% Proficient	% Partic.	% Proficient		% Partic.	% Proficient	% Partic.		% Proficient	Met Criteria
School wide	7	7	Y	Y	Y	7	Y	Y	Y		Y	Y
African American												
American Indian / Alaskan Native									1	_		
Asian												
riipiio										\bot		
Filipino Hispanic / Latino												
Hispanic / Latino Pacific Islander							l			_		
Hispanic / Latino Pacific Islander					1							
Hispanic / Latino Pacific Islander White (not of Hispanic Origin												
Hispanic / Latino Pacific Islander												

California Standards Test (CST) Proficiency Level - English Language Arts

	200	6-2007	200	7-2008	2008-2009		2009	-2010
Grade 2			-					
advanced	0	75%	0	25%	25%	50%	23%	41%
proficient	75	7 /3%	3	23%	25%	30%	18%	41%
basic	25		4	***************************************	44%	/	36%	
below basic	0		3		6%		18%	
far below basic	0		2		0		5%	···
Total Represented	Not av	ailable	12		17		22	

Grade 3								
advanced	0	63.64%	0	6.25%	0	25%	0	17%
proficient	7	7 03.0476	1	0.23%	25%	2370	17%	1/%
basic	3		10		58%		28%	
below basic	0	······································	5		17%		33%	
far below basic	1		0		0		22%	
Total Represented	11		16		12		18	

Grade 4								
advanced	0	71.43%	4	60%	8%	25%	20%	80%
proficient	5	71.43%	2	00%	17%	23%	60%	00%
basic	1		4		67%		20%	
below basic	0		0		8%		0	
far below basic	1		0	***************************************	0		0	······································
Total Represented	7	***************************************	10		12		15	

Grade 5								
advanced	3	50%	0	36.36%	8%	41%	17%	240/
proficient	0	30%	4	30.30%	8% 33%	41%	17%	34%
basic	2		4		42%	A	50%	····
below basic	1		3		17%		8%	
far below basic	0	****	0		0		8%	
Total Represented	6		11		12	***************************************	12	

Local Assessment Measures - English Language Arts

Dynamic Indicators of Basic Literacy Skills (DIBELS) is an assessment used to monitor students' reading fluency (grades K-5) and acquisition of early literacy skills (grades K-3).

The **Student Oral Language Observation Matrix** (SOLOM) is an instrument used to monitor the language acquisition of primary students and all students identified as limited proficient English learners (grades K-5).

Other local assessment measures that have been used in years past are no longer available. The school is currently developing periodic assessments. Embedded assessments from state adopted textbooks are being evaluated as well as standards based assessments. Currently in 2009-2010 quarterly assessments are in place for language arts reading comprehension, vocabulary development, and writing

California Standards Test (CST) Proficiency Level - Mathematics

	20	2006-2007		2007-2008		2008-2009		-2010
Grade 2								
advanced	25	58%	0	8.33%	6%	47%	23%	55%
proficient	33	3070	1	0.55/0	41%	7 4//0	32%	7 3370
basic	25		10		47%		27%	
below basic	16		1		6%		14%	
far below basic	0		0		0		5%	
Total Represented	Not a	vailable	12		18		22	

Grade 3								
advanced	2	45,45%	2	62.50%	17%	92%	6%	
proficient	3	43.4370	8	02.3070	75%	92/0	28%	1
basic	3		5		8%		28%	
below basic	2		1		0		33%	
far below basic	1		0		0		5%	
Total Represented	11		16		12		18	

Grade 4								
advanced	4	85.71%	4	90%	25%	48%	60%	100%
proficient	2	03./170	5	90%	33%	4070	40%	100%
basic	0		1		33%		0	-
below basic	1		0		8%		0	
far below basic	0		0		0		0	-
Total Represented	7		10		12		15	

Grade 5								
advanced	2	50%	0	18.18%	8%	50%	0	8%
proficient	1	30%	2	10.1070	42%] 30%	8%	070
basic	3		5		25%		58%	
below basic	0		0		17%		33%	
far below basic	0		4		8%		0	
Total Represented	6		11		12		12	

Local Assessment Measures – Mathematics

Local assessment measures that have been used in years past are no longer available. The school is currently developing periodic assessments. Embedded assessments from state adopted textbooks are being evaluated as well as standards based assessments. Currently in 2009–2010 2010-2011 quarterly assessments are in place for language arts reading comprehension, vocabulary development, and writing.

California Standards Test (CST) Proficiency Level - Science

		200	6-2007	20	07-2008	2008-2009		2009-	2010
Grade 5									
advanced	0		N/A	0	22,22%	0	42%	0	
proficient	0)	T N/A	2	22.2270	42%	4470	0	
basic	0)		5		42%		33%	
below basic	0)		1		8%		42%	***************************************
far below basic	0)		1		8%		25%	
otal Represented	0			9		12		12	

Bayside Elementary School California English Language Development Test (CELDT)

	2006-2007	2007-2008	2008-2009	2009-2010
Grade K - Number of Students	5	3	14	9
Beginning	1	0	0	2
Early Intermediate	4	1	0	0
Intermediate	0	2	0	7
Early Advanced	0	0	4	0
Advanced	0	0	10	0
Grade 1 - Number of Students	2	3	3	14
Beginning	0	1	0	0
Early Intermediate	0	0	0	0
Intermediate	0	0	1	3
Early Advanced	2	2	0	0
Advanced	0	0	2	11
Grade 2 - Number of Students	2	2	6	3
Beginning		0	0	0
Early Intermediate	0	0	0	0
Intermediate	2	i i	3	1
Early Advanced	0	1	0	0
Advanced	0	0	3	2
Grade 3 - Number of Students Beginning	0	0	0	5
Early Intermediate	0	0	0	1
Intermediate	1	1	2	1
Early Advanced	0	0	0	1
Advanced	0	0	0	2
Grade 4 - Number of Students	1 1	2	2	2
	0	0	0	0
Beginning Early Intermediate	0	0	0	0
Intermediate	1	1	0	2
	0	0	2	0
Early Advanced Advanced		1	0	0
Advanced		1		<u> </u>
Grade 5 - Number of Students	0	1	1	2
Beginning	. 0	0	0	0
Early Intermediate	0	0	0	0
Intermediate	0	1	1	0
Early Advanced	0	0	0	1
Advanced	0	0	0	1

Parent Surveys

Description of Data

Parents, community, business and service organizations support the academic and social development of our students in the Sausalito Marin City School District. Parents participate in school sponsored activities, assist in various ways and have an open invitation to visit their child's classroom and any other activities.

Bayside Elementary School administered a parent survey in the spring of 2009 to gather parent opinions and suggestions.

In the spring of 2011, parents were given the opportunity to give feedback about the type of parent meetings in which they would like to participate. This was done through a *Parent Questionnaire* (formally called a Parent Survey). The name of this survey was changed to avoid confusion with the new *Survey of Parent Involvement Policy*, in which parents were given the opportunity to evaluate the *Parent Involvement Policy*. Information from the questionnaire and parent involvement survey helped in the preparation and goal setting for this plan which is for February 2010 2011-February 2011.

In the spring of 2010, parents were given the opportunity to give feedback about the type of parent meetings in which they would like to participate. In addition, Parents were given the opportunity to evaluate the *Parent Involvement Policy*. Information from the questionnaire and parent involvement survey helped in the preparation and goal setting for this plan which is for February 2011-February 2011.

Analysis of Data

Two surveys were distributed to parents at GEAR UP! meetings. sent to the homes of every student. Fifty-one surveys were returned. Survey Results of the parent questionnaire indicate that the vast majority of parents support their children's academic endeavors and keep informed about their student's progress at parent/teacher conferences. They indicated interest in attending meetings about helping their student in reading, writing, mathematics, solving problems with his/her friends and classmates and how to help their student get ready for high school and college. The majority of parents who responded to this questionnaire said their child "always" or "usually" felt safe at school. indicated that their student feels safe at school and is "always or usually" able to solve conflicts with classmates without physical fighting.

The Parent Involvement Survey asked parents to respond questions on four general topics: 1) Parents as learners/decision makers; 2) Parent education; 3) Parent information; and 4) Parents as Collaborators/volunteers. Overall, parents strongly agreed that they feel informed and have opportunities to participate in their child's school. One parent expressed a desire for assistance from the school for more child care so he/she could attend more school events. However, the majority of parents who responded felt that the school provided adequate child care for school events.

Description and Analysis of Data

Demographic Data

Description of Data

The enrollment at Bayside has remained relatively stable for the past two years with some small increase. The ethnic make-up has changed with slight increases in the numbers of African American, Latino and Asian students and a decrease in the numbers of white students. There was a slight decrease in the numbers of students receiving free and reduced price meals. The increase in the number of English Learners (17% in 2007-8 to 21%) corresponds to the increase in the number of students enrolled having home languages other than English. Special education (RSP, Speech and SDC) is stable, remaining about the same in 2008-09 as in the previous school year. The number of suspensions went up from 53 in 2007-08 to 90 in 2008-09. There was one expulsion recorded on the California Department of Education Dataquest website, although school records show that 2 students were expelled during the 2007-08 school year. One student was expelled in the 2008-09 school year.

Analysis and Conclusions Based Upon Data

The Director of Special Education did an analysis of the suspension data and found that Bayside students are most often suspended for disruptions in class and defiance of authority. Threats and acts of aggression are also high frequency behaviors that result in suspension. It is our goal to decrease the amount of defiance, threats, and acts of aggression. At the same time, it is important to note that there were no campus incidents that involved drugs or alcohol and there were not any acts of aggression that resulted in serious bodily harm.

The data shows an increase in the number of suspensions during 2008-09 which we believe is the result of more consistent implementation of the BEST program, with more consistent expectations for all students as well as consequences for inappropriate behavior. Based upon the suspension data, our schools are safe and secure.

The student mobility rate poses additional challenges to the staff in terms of administering individualized diagnostic assessments to understand the instructional needs of a continually changing student population. The increase in the number of English Learners also poses additional challenges to the staff in terms of teaching English structure and grammar to non-native English speakers.

Standardized Testing and Reporting (STAR) Data

Description of Data

The 2008-2009 Academic Performance Index (API) increased from 731 to 773, which is 42 points higher than the 2007-08 API. All Bayside students met the Adequate Yearly Progress (AYP) requirements for participation and the percentage of students proficient in English language arts and mathematics for the seventh consecutive year. The percentage of students testing proficient or advanced in English language arts on the spring 2009 CST: Grade 2: 50%: Grade 3: 25%; Grade 4: 25%; and Grade 5: 41%. The percentage of students testing proficient or advanced in mathematics on the spring 2009 CST: Grade 2: 47%; Grade 3: 97%; Grade 4: 48%; and Grade 5: 50 %. Numbers taking the CST in the spring of 2009: Grade 2: 18 students; Grade 3: 12 students; Grade 4: 12 students; and Grade 5: 12 students

Analysis of the Student Achievement Data

<u>Note</u>: Bayside is identified as a small school. As a result, available data must be interpreted with great caution since the scores of very few students could "skew" the results.

Bayside Elementary School has met the Academic Performance Index (API) target for four of the past five years. The 2008-2009 API of 773 is above the norm for the state although it is below the norm for Marin County. There is not a significant gap between our highest and lowest performing subgroups, with the exception of our students with special needs.

The data shows the percentage of students testing proficient or advanced in English language arts on the spring 2008 CST to be: Grade 2: 50%; Grade 3: 25%; Grade 4: 25%; and Grade 5: 41% Numbers taking the CST in the spring of 2008: Grade 2: 17 students; Grade 3: 12 students; Grade 4: 12 students; and Grade 5: 12 students.

In the 2008-09 school year,25 of the 28 English Learners were enrolled in the primary grades: 14 in K, 3 in grade 1, 6 in grade 2, 2 in grade 3. There were 2 English learners in grade 4 and 1 English learner each in grades 5 and 6 (the last year 6th grade was on the Bayside Elementary School campus). By June 2009, 3 of the 28 students were reclassified from Limited English Proficient (LEP) to Fluent English Proficient (RFEP) based on their California English Language Development Test (CELDT) scores, the Student Oral Language Observation Matrix (SOLOM) and their classroom academic performance.

This year, 2009-2010, the total English learner population increased from 28 to 37 with 8 English learners enrolled in K, 13 in grade 1, 3 in grade 2, 6 in grade 3, 4 in grade 4 and 3 in grade 5. These students come from families where English is the second language. Based on CELDT scores, 2 Bayside English Learners were reclassified from LEP to RFEP using the Language Appraisal Team Meeting process.

Second language issues cannot be attributed to the lower English language arts achievement with any pattern.

The percentage of students testing proficient or advanced in mathematics on the spring 2009 CST: Grade 2: 47%; Grade 3: 92%; Grade 4: 48%; and Grade 5: 50 %. Numbers taking the CST in the spring of 2009: Grade 2: 18 students; Grade 3: 12 students; Grade 4: 12 students; and Grade 5: 12 students. The data shows that a higher percentage of students in grade 3 (92%) tested proficient or advanced on the mathematics portion of the test than students in grades 4 (48%), and 5 (18%) Again, the high mobility rate may contribute to the decline in the mathematics test scores as students move through the grades.

Marin Teaching Network (MTN) Assessments (Writing) Silicon Valley Math Initiative (SVMI) Assessments

Description of Data

The Marin Teaching Network (MTN) is no longer an active organization. So the Bayside staff has moved ahead to create a school-wide writing assessment that was given in the fall and scored during a staff development day.

The Silicon Math Initiative (SVM) is also piloting new mathematics assessments. Bayside used assessment materials from Curriculum Associates to give school wide assessments three times during the school year.

Analysis of Data

Informal analysis of students' writing show that scores fluctuate greatly in different grades and as students move through the system. Scores overall are low.

Informal analysis of students' mathematics performance indicates that math scores have been fairly strong in grades 3 and 4. Students in other grades are still working to master the concepts of number sense and computation.

Academic Conclusions Based upon Data

The uniqueness of the small school environment creates particular challenges for both Bayside Elementary School and Martin Luther King, Jr. Academy. Small school size and the high mobility of the school population make the monitoring of individual student performance critical to the success of the academic program. This is especially true given the significant fluctuation of annual performance and the requirements of local, state and federal accountability programs.

As our instruction must move all students toward proficiency, we must continue to focus instruction around the assessment of individual student progress toward mastery of the standards. The key recommendations are:

- Analysis of group and individual data for instructional planning
- Individual diagnostic assessments to target student strengths and/or to identify deficiencies
- Individual Learning Plans to monitor each student's progress and to inform parents and students of goals and personal achievement
- Implementation of math and language arts benchmarks to measure student achievement in mastery of the standards

BAYSIDE ELEMENTARY SCHOOL PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

February 2011- February 2012

b. Means of evaluating progress toward this goal

- 1. Student progress achieving proficiency on the STAR CST
- 2. Assessments demonstrating mastery of standards as listed in section "a"
- 3. Each trimester the principal checks all progress reports and report cards and meets with teachers to develop plans to ensure that students receive support to achieve proficiency.

c. Alignment of goal and objectives with content standards:

- K CA Language Arts Standards <u>1.0 Writing Strategies</u>: Students write words and brief sentences that are legible *and* <u>1.0 Written and Oral English Language Conventions</u>: Students write and speak with a command of standard English conventions.
- 1st CA Language Arts Standards 1.0 Written and Oral English Language Conventions: Sentence Structure 1.1 Write and speak in complete, coherent sentences and 2.0 Speaking Applications (Genres and Their Characteristics): 2.1 Recite poems, rhymes, songs and stories and 2.2 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why and how questions.
- 2nd CA Language Arts Standards <u>1.0 Writing Strategies</u>: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g. prewriting, drafting, revising, editing, successive versions) and <u>1.0 Written and Oral English Language Conventions</u>: Students write and speak with a command of standard English conventions appropriate to this grade level.
- 3rd CA Language Arts Standards 1.0 Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level with emphasis on 1.1 Sentence Structure: Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. 1.0 Writing Strategies with emphasis on 1.1 Organization and Focus: Create a single paragraph with a topic sentence and include simple supporting facts and details; 2:0 Writing Applications (Genres and Their Characteristics): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0 with emphasis on 2.1 (narratives) and 2.2 (written descriptions).
- 4th CA Language Arts Standards 1.0 Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level with emphasis on 1.1 Sentence Structure: Use simple and compound sentences in writing and speaking *and* 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases. 2.0 Writing Applications (genres and their characteristics) with emphasis on 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.
- 5th CA Language Arts Standard 1.0 Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level with emphasis on 1.1 Sentence Structure: Identify and correctly use prepositional phrases, appositives and independent and dependent clauses; use transitions and conjunctions to connect ideas. 1.2 Grammar: Identify and correctly use verbs that are often misused (e.g. lie/lay, sit/set, rise /raise), modifiers and pronouns. 1.3 Punctuation: Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of

poems, songs, short stories and so forth; 1.4 Capitalization: Use correct capitalization and 1.5 Spelling: Spell roots, suffixes, prefixes, contractions and syllable constructions correctly. 2.0 Writing Applications (genres and their characteristics): Students write narrative, expository, persuasive and descriptive texts of at least 500-700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational and drafting strategies outlined in Standard 1.0, with emphasis on 2.1: Write narratives: a) establish a plot, point of view, setting and conflict and b) show, rather than tell, the events of the story; 2.2 Write responses to literature: a) demonstrate an understanding of literary work, b) support judgments through references to the text and to prior knowledge, c) develop interpretations that exhibit careful reading and understanding; 2.4 Write persuasive letters or compositions: a) state a clear position in support of a proposal, b) support a position with relevant evidence, c) follow a simple organizational pattern and d) address reader concerns.

d. Activities to meet objective:

- 1. Analysis of individual and group CST reports to guide planning and targeted instruction
- 2. Determine diagnostic benchmarks and assessments in English Language Arts to guide planning and targeted instruction
- 3. Establish common collaboration and planning time, and peer coaching, when possible
- 4. Implement Data Director to track student progress which is shared with parents every 6 weeks through progress reports
- 5. Step Up To Writing Instruction
- 6. Daily Oral Language
- 7. Fluency Writing
- 8. Principal observation of student time on task
- 9. Journaling
- 10. School-wide Writing Prompts and Scoring

e. Instructional strategies and materials to teach the content standards

Differentiated instruction and goals with relevant tracking

Step Up To Writing Program

Modeling

Direct instruction (skills, genres, peer editing, feedback, etc.)

Supplemental Materials (Buckle Down, STARS, Revise & Edit, CARS, Paired Passages, CCS.)

Graphic Organizers

Writing Process

Rubrics

Proofreading

Regular writing experiences

Regular feedback using appropriate rubrics

Daily Oral Language

Small group work

Peer editing

Exemplars

Journals

Self-reflection

Systematic vocabulary instruction

Keyboarding and word processing

f. Increased educational opportunity

Supplemental Services provided to students to meet the needs of all children including the historically underserved populations (minorities, homeless, children of poverty, females):

- 1. Paraprofessionals provide supplementary intervention support
- 2. First Five Funded Early Start Summer Program

- For pre-K students and their parents
- Five weeks taught by the K teacher
- 3. Orientation day for K students and their parents
- 4. Pre-kindergarten visit for community preschools and daycare providers each spring
- 5. Kindergarten parent information night each spring
- 6. Kindergarten readiness assessment each fall
- 7. Small group instruction
- 8. Early literacy intervention by resource specialist
- 9. ELD instruction 20-30 minutes/day (Grades K-2)
- 10. English Learner Learning Plans for Grades 3-5 English Learners
- 11. Special Day Class (SDC)
- 12. Community volunteer program to assist individual students
- 13. Twilight Boys & Girls Club After School Program tutorial and homework support
- 14. Summer Intervention
- 15. Resource Specialist Program
- 16. Reading Partners
- 17. Assemblies
- 18. Field Trips

g. Professional development and professional collaboration

- 1. Leadership Team
- 2. Alignment of staff development to content standards, assess student performance, and professional needs.
- 3. Focus of staff development on teacher content knowledge, structured student engagement, and providing access of core curriculum to all students.
- 4 Collaborative meetings by grade level (K-5) centering on student performance, student work and improved targeted instruction with a focus on: Step Up to Writing
- 5 Alignment between PreK, Kindergarten, and first grade teachers for increased student engagement and enhanced language development opportunities.

Staff has received the following training:

- Data Driven Decision Making; K-5 teachers, paraprofessionals, principal, curriculum consultant, superintendent
- Differentiation; K-5 teachers, paraprofessionals, principal, curriculum consultant, superintendent
- DIBELS assessment Reading specialist, K-5 teachers
- Open Court, K-5 teachers
- Using rubrics to analyze student work, K-5 teachers, resource specialist, paraprofessionals, curriculum consultant
- Step Up to Writing; Grades K-5 teachers
- G.L.A.D. Training; Kindergarten Teacher

h. Funding Source(s):

Title I, Title II, Title V, EIA/SCE, School/Library Block Grant, General Fund, PreK-3 Grant

i. Responsible Staff:

Teachers, Paraprofessionals, Administration

Date Approved by Principal's Advisory Committee (School Leadership Team): January 20, 2010

January 19, 2011

Date approved by School Site Council: February 4, 2010

BAYSIDE ELEMENTARY SCHOOL PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

February 2011- February 2012

District Goal: Significant Student Achievement						
LEA Performance Goal #2 F	Based on analysis of pr	ogram components and student data				
☐ English/Language Arts	Mathematics	School Climate				
Content Standard: NUMBER SENSE						
Student groups participating in this goal:						
_XAll						
X Other subgroup(s): All students scoring below proficient on the CST						
Anticipated annual performance growtarget:	wth for each student gr	roup based on 2008-09 AYP growth 2009-10				
Each K-2 student will show growth in numeracy skills as measured by grade appropriate assessments and benchmarks.						
All students in grades 3-5 will grow an average of 10 points on the annual AYP.						
a. Assessments and data utilized to measure progress toward goal and objectives: California Standards Test (CST)						
Accelerated Math (STAR Diagnostic and Accelerated Math Tests)						
Curriculum Associates Math Assessment (Content Standards) Houghton Mifflin CA Standards Based Textbook						
Data Director Assessments						
b. Means of evaluating progress to 1. Student progress achieving progress to		R CST				
2. Assessments demonstrating mastery of standards						
3. Tracking student progress using Data Director4. Each trimester the principal checks all progress reports and report cards and meets with						
teachers to develop plans to	ensure that students rec	ceive support to achieve proficiency.				
c. Alignment of goal and objectives K - CA Mathematics Standard 1.0 St	Students understand thas the same number of nent) with emphasis or	e relationship between numbers and objects in different situations				
1 st – CA Mathematics Standard 1.0 Students understand and use numbers up to 100 with emphasis on 1.1 Count, read and write whole numbers to 100.						

- 2^{nd} CA Mathematics Standard 1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000 with emphasis on 1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.
- 3rd CA Mathematics Standard 1.0 Students understand the place value of whole numbers (1.1., 1.2, 1.3, 1.4 1.5) *and* CA Mathematics Standard 2.0 Students calculate and solve problems involving addition, subtraction, multiplication and division (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8)
- 4th CA Mathematics Standard 1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers. (Emphasis on 1.5, 1.6, 1.7, 1.8 and 1.9)
- 5th CA Mathematics Standard 2.1 Add, subtract, multiply and divide with decimals; add with negative numbers; subtract positive integers from negative integers; and verify the reasonableness of the results.

d. Activities to meet objective:

- 1. Beginning in 1st grade implement differentiated instructional strategies and goals with relevant tracking.
- 2. Analysis of individual and group CST reports to guide planning and targeted instruction
- 3. Determine diagnostic benchmarks and assessments in Mathematics to guide planning and targeted instruction
- 4. Establish common collaboration and planning time, and peer coaching
- 5. Principal observation of student time on task
- 6. Fully implement Accelerated Math in grades 2-5 with ongoing coaching support
- 7. Generate Math Pacing Guide
- 8. Houghton Mifflin Training

e. Instructional strategies and materials to teach the content standards

- 1. Consistent, regular standards-based instruction in areas of focus.
- 2. Differentiated instruction based on learning needs.
- 3. Materials: Adopted Text, Accelerated Math, Teacher-made

f. Increased educational opportunity

Supplemental Services provided to students to meet the needs of all children including the historically underserved populations (minorities, homeless, children of poverty, females):

- 1. Paraprofessionals provide supplementary intervention support
- 2. Marin City School Readiness (First Five) Funded Early Start Summer Program
 - For pre-K students and their parents
 - Five weeks taught by the K teacher
- 3. Orientation day for K students and their parents
- 4. Pre-kindergarten visit for community preschools and daycare providers each spring
- 5. Kindergarten parent information night each spring
- 6. Kindergarten readiness assessment each fall
- 7. Small group instruction
- 8. Special Day Class (SDC)
- 9. Community volunteer program to assist individual students
- 10. Twilight After School Program tutorial and homework support
- 11. Summer Intervention
- 12. Resource Specialist Program

g. Professional development and professional collaboration

- Alignment of staff development to content standards, assessed student performance, and professional needs.
- Focus of staff development on teacher content knowledge, structured student engagement, and providing access of core curriculum to all students.
- Teacher collaboration by grade level (K-5) centering on student performance, student work and improved targeted instruction.
- Workshops/training geared towards developing students' concept of number sense.
- Collaboration to share strategies and to access students' understanding of number sense.
- Accelerated Math

Staff has received the following training:

- Data Director, K-5 teachers, paraprofessionals, principal, curriculum consultant, superintendent
- Houghton Mifflin training
- Silicon Valley Mathematics Initiative, K-5 teachers, principal, superintendent
- Accelerated Math Training and coaching
- Peer Coaching and Training

h. Funding Source(s):

Title I, Title II. Immigrant, Title V, EIA/SCE, School/Library Block Grant, General Fund

i. Responsible Staff:

Teachers, Paraprofessionals, Administration

Date Approved by Principal's Advisory Committee (School Leadership Team): January 20, 2010

January 19, 2011

Date Approved by School Site Council: February 4, 2010

BAYSIDE ELEMENTARY SCHOOL PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

February 2011 - February 2012

District Goal: Significant Student Achievement					
LEA Performance Goal #3 Based on analysis of program components and student data					
X English/Language Arts: ELD					
Content Standard: Writing Strategies and Written and Oral English Language Conventions					
Student groups participating in this goal:					
All					
X Other subgroup(s): English Learners					
Anticipated annual performance growth for each student group based on 2008-09 AYP growth target:					
As a result of instruction, all English learners will demonstrate intermediate fluency or higher as measured by the annual California English Language Development Test (CELDT) within three years of enrolling in the Sausalito Marin City School District.					
As a result of instruction, all English learners will be at or above basic as measured by the English language arts portion of the California Standards Test (CST) within three years of enrolling in the Sausalito Marin City School District.					
a. Assessments and data utilized to measure progress toward goal and objectives:					
Dynamic Indicators of Basic Early Literacy (DIBELS) Assessment Grades K-2 DIBELS Oral Reading Fluency – Grades K-5					
California English Language Development Test (CELDT)					
Student Oral Language Observation Matrix (SOLOM)					
Data Director Assessments					
California Standards Test (CST) – Grades 2-5					
Curriculum Associates Assessment (CCS – California Content Standards)					
Open Court Assessments – Grades 1-5 Step Up To Writing Rubrics					
Journals					
Classroom writing assessments					
b. Means of evaluating progress toward this goal					
1. Student progress achieving proficiency on the DIBELS assessment (K-5)					
2. Student progress achieving proficiency on the annual CELDT assessment					
3. Student progress achieving proficiency on the annual STAR and CST assessments (2-5)					
4. Assessments demonstrating mastery of the English Language Development Standards5. Assessments demonstrating growth in grammar					
6. Students scoring proficient on the SOLOM					
c Alignment of goal and objectives with content standards:					

- K CA English Language Development Standards <u>W1.2 Writing Strategies</u>: Copies words posted and commonly used in the classroom *and* <u>L1.3 Speaking and Listening</u>: Speaks with a few words or sentences.
- 1st CA English Language Development Standards <u>W1.3 Writing Strategies</u>: Students write a few words or phrases about an event or character from a story read by the teacher *and* <u>L1.2</u> <u>Speaking and Listening</u>: Answers simple questions with one to two words.
- 2nd CA English Language Development Standards <u>W2.1 Writing Strategies</u>: Writes simple sentences using key words posted and commonly used in the classroom *and* <u>L2. Speaking and</u> Listening: Asks and answers questions using phrases or simple sentences.
- 3rd CA English Language Development Standards <u>W1.2 Writing Strategies</u>: Uses a few standard grammatical forms *and* <u>W1.3 Writing Strategies</u>: Uses models to write short narratives.
- 4th CA English Language Development Standards <u>W2.1 Writing Strategies</u>: Given a model, writes a friendly letter. *and* <u>W2.2 Writing Strategies</u>: Follows a model given by the teacher to independently write short paragraphs of at least four sentences.
- 5th CA English Language Development Standards <u>W2.3 Writing Strategies</u>: Edits writing for basic conventions (e.g. punctuation, capitalization and spelling) and makes some corrections *and* <u>W2.5 Writing Strategies</u>: Writes short narrative stories that include elements of setting and character.

d. Activities to meet objective:

- 1. Differentiated instructional strategies and goals with relevant tracking
- 2. Analysis of individual and group CST reports to guide planning and targeted instruction
- 3. Determine diagnostic benchmarks and assessments in English Language Arts to guide planning and targeted instruction
- 4. Establish common collaboration time
- 5. Step Up To Writing method Instruction
- 6. Daily Oral Language
- 7. Fluency Writing
- 8. Principal observation of student time on task
- 9. Journaling
- 10. School-wide Writing Prompts and Scoring

e. Instructional strategies and materials to teach the content standards

Step Up to Writing Program

Modeling

Direct instruction (skills, genres, peer editing, feedback, etc.)

Supplemental Materials (i.e. Buckle Down, STARS, Revise & Edit, CARS, Paired Passages, CCS)

Graphic Organizers (such as the 4-Square Writing tool)

Writing Process

Proofreading

Regular writing experiences

Regular feedback using appropriate rubrics

Daily Oral Language

Small Group Work

Peer editing

Exemplars

Journals

Self-reflection

Cornell Notes

f. Increased educational opportunity

Supplemental Services provided to students to meet the needs of all children including the historically underserved populations (minorities, homeless, children of poverty, females):

- 1. K-2 English Learners receive small group instruction in ELD 20-30 minutes a day
- 2. Grades 3-5 English Learners are placed on an English Language Learner Learning Plan developed by the classroom teacher and the principal.
- 3. Marin City School Readiness (First Five) Funded Early Start Summer Program
- 4. Orientation day for K students and their parents
- 5. Boys and Girls Club After School Program tutorial and homework support
- 6. Summer Intervention
- 7. Resource Specialist Program
- 8. Reading Partners
- 9. Assemblies
- 10. Field trips

g. Professional development and professional collaboration

- 1. Leadership Team
- 2. Alignment of staff development to content standards, assessed student performance, and professional needs.
- 3. Focus of staff development on teacher content knowledge, structured student engagement, and providing access of core curriculum to all students.
- 4. Alignment between PreK, Kindergarten and first grade teachers for increased student engagement and enhanced language development opportunities
- 5. Step Up to Writing Program Implementation
- 6. Anita Archer writing strategies
- 7. Analysis of student work using rubrics
- 8. AVID Cornell Notes (5th)

Staff has received the following training:

- Data Driven Decision Making K-5 teachers, paraprofessionals, principal, curriculum consultant, superintendent Differentiation, K-5 teachers, paraprofessionals, principal, curriculum consultant, superintendent
- Open Court Reading (English Language Learner Component), K-5 teachers, principal
- Dynamic Indicators of Basic Early Literacy (DIBELS) Assessment Reading specialist, K-5 teachers, curriculum consultant
- Bay Area Writing Project, Grades 4-5 teachers
- Open Court, K-5 teachers
- Using rubrics to analyze student work, K-5 teachers, resource specialist, paraprofessionals, curriculum consultant
- Step Up to Writing, Grades K-5 teachers
- Using rubrics to analyze student work, K-5 teachers, resource specialist, paraprofessionals, curriculum consultant
- G.L.A.D. Training; Kindergarten Teacher

h. Funding Source(s):

Title I, Title II, Title III: LEP, EIA/LEP, EIA/SEA, General Fund, PreK-3 Grant

i. Responsible Staff:

Teachers, Paraprofessionals, Administration

Date Approved by Principal's Advisory Committee (School Leadership Team): January 20, 2010 January 19, 2011

Date Approved by School Site Council: February 4, 2010

BAYSIDE ELEMENTARY SCHOOL PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

February 2010- February 2011

District Goal: Effective Learning and Working Climate					
LEA Performance Goal # 4	Based on analysis of program components and student data				
☐ English/Language Arts	Mathematics	tics School Climate			
Establish a school climate that e incentives, rewards and approac leadership development.		_			
Student groups participating in	this goal:				
☐ All ☐ EL ☐ Economically I	Disadvantaged GA	TE Special Ed.			
Other subgroup(s):					
Anticipated annual performance	growth for each stud	dent group:			
	year as measured by the	zed as self-managers will continue to ne number of students recognized at			
a. Assessments and data utilized Behavioral referrals include		toward goal and objectives:			
Behavioral referrals including bus referralsSuspensions					
 Referrals to alternative programs 					
School counselor dataSelf-manager awards					
Second Step					
b. Means of evaluating progress					
Fewer behavioral referralsEnrollment in support prog	^				
 School counselor data 					
 Child Study Team data 					
 Self-manager awards 					
c. Alignment of goal and objective Increased student engagement and personal and academic goals		dards: hievement of grade level standards and			

d. Activities to meet objective:

- 1. Train new staff and fully implement BEST Program
- 2. Increase parent involvement
- 3. Character Education/Values Program
- 4. Establish a school climate committee
- 5. Principal observation of student time on task
- 6. Referrals to alternative programs
- 7. Counseling support: school counselor
- 8. Student Recognition/Awards Program

STAR/CST Achievement Awards for Proficient and above

STAR/CST Achievement Awards for 25 point improvement

Accelerated Reader and Accelerated Math Awards

Special Recognition Awards

- 10. Principal Recognition activities (monthly "tea")
- 11. Train each teacher and implement Second Step Curriculum in every classroom
- 12. Student Council Organization
- 13. Mentor Programs
- 14. Teaching Expected Behaviors
- 15. Teaching Scholarly Behaviors

e. Behavioral support and incentives to reinforce positive decision making

- Problem solving strategies
- Student engagement strategies
- Bayside Bits/Bucks
- Bayside Boutique
- Awards Program
- Assemblies
- Individual counseling
- Group counseling
- Principal Tea
- Newton's Nuggets
- Reinforce Expected Behaviors
- Student Council

f. Increased educational opportunity

Supplemental Services provided to students to meet the needs of all children including the historically underserved populations (minorities, homeless, children of poverty, females):

- Supplemental service providers
- Individualized counseling
- Psychologist intern support
- District Social Worker for families

g. Professional development and professional collaboration

- 1. Train new staff in BEST Program
- 2. Focus of staff development on structured student engagement, differentiation and providing access of core curriculum to all students.
- 3. Teacher collaboration by grade level/department (K-5) centering on student performance, student work and improved targeted instruction.
- 4. No Bully Training and Implementation
- 5. Train each teacher and implement Second Step Social Skills Curriculum
- 6. PLC: Behaviors of Children in Poverty
- 7. PLC: Utilizing Think, Pair, Share to engage students

Staff has received the following training and information:

- BEST Program, K-5 teachers, paraprofessionals
- Second Step Program
- Engagement Strategies: Think, Pair, Share

Date Approved by Principal's Advisory Committee (School Leadership Team): January 20, 2010

January 19, 2011

Date Approved by School Site Council: February 4, 2010

English Learners

At the time of registration, parents/guardians complete a Home Language Survey (HLS). If a language other than English is spoken in the home, students are given the California English Language Development Test (CELDT) to assess the student's competency in speaking, listening, reading and writing English. Based on the results of the CELDT students are classified as Fluent English Proficient (FEP) or Limited English Proficient (LEP).

The CELDT is hand scored for *all students new* to the district to quickly determine the student's competency in English language arts. The preliminary results are used for tentative instructional placement. Within the first month of school, a meeting or conference is held with the parents of new students to explain the instructional program available for their student and the exit criteria. Parents have the option to accept placement in the district's program for English learners or to decline such placement.

In addition, students new to the district are given a survey to determine their competency in speaking, listening, reading and writing in their home language. Where there are 10 or more students speaking the same language, the student is assessed in his/her primary language. When there are fewer than 10 students speaking the same language, an informal primary language assessment is made by interviewing the parent/guardian, permission granted by the California Department of Education using the waiver process, applied for annually.

Each previously identified English learner is annually assessed with the CELDT for English language development proficiency. Students meeting the exit criteria are considered for reclassification from limited English proficient (LEP) to fluent English proficient (FEP). The decision to reclassify a student is made at a Language Appraisal Team Meeting involving the teacher, parent/guardian, and principal/designee. The purpose of this meeting is to determine if the student will be successful in the general education program. Students who are reclassified as FEP are monitored for two years to ensure they are making adequate progress in the instructional program as measured by their performance on the California Standards Test (CST).

English learners receive focused instruction on English language development (ELD) for 20-30 minutes daily. Teachers assigned to provide English language instruction for English learners are appropriately authorized. Teachers They use the California English Language Development Standards to guide their instruction in English grammar and vocabulary. Hampton Brown materials have been purchased for each grade. These materials support the ELD instructional program. Students' progress in developing English proficiency in speaking, listening, reading and writing is assessed regularly using a variety of assessments that include, but are not limited to, the Student Oral Language Observation Matrix (SOLOM) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Spanish is spoken by at least 15 percent of the students in the district. Therefore the student information booklet, notices, reports, statements and/or records are provided in both English and Spanish.

Bayside Elementary School has a functioning English Learner Advisory Committee (ELAC) because there are more than 21 English learners enrolled in the school. Members are elected by parents/guardians of English Learners. The ELAC receives training to assist them in carrying out their legal responsibilities.

Gifted and Talented Education (GATE)

During the 2007-08 school year, the GATE program was redesigned to meet the new California State standards for GATE education. The 2008-09 school year was the implementation year. Goals of the program are described below. 2009-2010 saw some review and changes, but for the most part the program remained as designed.

Students qualify for participation in the GATE program based on high achievement in English language arts and/or mathematics or exceptional talent.

Fourth through fifth grade students are referred for GATE screening based on their obtaining a score of 390 or above for two consecutive years in the language arts and/or mathematics portions of the California Standards Test (CST). Students may also be referred for GATE screening by a teacher, parent or administrator based on exceptional talent in art, science, technology as well as in mathematics or language arts that may not be evident in the student's state test scores. Once the referral is made, a screening committee reviews all documentation and determines qualification for participation based on the district identification criteria. The referral process is ongoing throughout the year. Students may be referred for screening more than once.

The California Department of Education requires that schools provide GATE students with programs that are planned and organized as an integrated, differentiated learning experience within the regular school day and may be augmented or supplemented with other enrichment activities related to the core curriculum. Differentiated instruction is one that regularly provides opportunities for gifted students to experience instructional techniques that address one or more of the following questions about instruction:

- Pace: Is the student moving through the curriculum at a pace that insures continuous progress?
- Depth: Does the curriculum allow the student to go deeper than the surface of a subject area?
- Complexity: Is the student challenged by critical thinking and higher order thinking skills in the classroom?
- Product: Does the student have the opportunity to be creative and to apply knowledge in real life situations?

At Bayside Elementary School, each GATE student in grades 4-5 has an Individual Learning Plan that describes the differentiated instruction the student is receiving. Enrichment opportunities in the visual and performing arts are provided during the school day. In addition, students are offered enrichment opportunities in the after-school and summer school programs.

The district has a GATE Advisory Committee, currently composed of teachers and administrators. Parents of GATE students are welcome to participate. The committee meets three times a year. The role of the committee is to provide information on current research and practice in gifted education to staff and parents, as well as to provide orientation for parents of newly identified students. Parents are also invited to help with the school's enrichment programs.

Tobacco Use Prevention Education (TUPE)

Students are provided instruction that promotes good physical health and a healthy lifestyle. Lessons include the importance of diet and exercise as well as the avoidance of tobacco and drugs. Funding source: Title IV, Part A—Safe and Drug Free Schools. Note: SMCSD no longer receives TUPE funds.

Health Education

Health education for fifth grade students focuses on puberty and is delivered by the district nurse. Prior to classroom instruction, parents receive notification that includes the place and time the instructional materials can be viewed and an option for their student to be excused from participating in this curriculum.

Homeless Students and Homeless Liaison

It is the policy of the SMCSD to immediately enroll in school students who have no permanent physical address. The district provides homeless students access to education and other services necessary for these students to meet the same challenging standards as other students. In addition to participation in all academic programs for which the student is eligible, services may include transportation, nutritional meals, school supplies as well as referrals to health, dental, and mental health services.

The administrative assistant at Bayside serves as the homeless liaison for both Bayside and MLK schools. The homeless liaison works with the school staff, community members, local shelters and county officials to identify students who may qualify for services under the federal McKinney-Vento Act and California State law. The homeless liaison maintains records and submits reports to the county as required.

Parents and community members are notified of the availability of services to homeless students through posters displayed in the school and district offices and through the *First Day Packet*, under the heading "Education for Homeless Children," that is provided to all families. The *First Day Packet* is also on the district website at www.saussalitomarincityschools.org. Parent notifications are in both English and Spanish.

Parent Involvement Policy (Plan)

The purpose of the Parent Involvement Policy (Plan) is to support and strengthen students' academic achievement. The Bayside policy was updated, in consultation with parents, in the spring of 2010. The revised policy contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA) for schools receiving Title I, Part A funds. The school's school-parent compact is incorporated into the Sausalito Marin City School District Parental Involvement Policy.

The updated policy has been approved by the board and translated into Spanish. Both the English and the Spanish parent involvement policies (plans) may be found on the school website www.sausalitomarincityscools.org under the "resources" section. Hard copies of the plan are available on request in the school office.

The school-parent compact is part of the student information booklet, "First Day Packet," each family receives at the beginning of the school year.

Measures to Include Teachers in Decisions Regarding Use of Assessments

Teachers have had ongoing training and practice in using assessments to monitor student progress and to plan appropriate instruction to improve student achievement. Recent training in the use of assessments to improve student achievement includes:

- 1 .Data-driven Decision Making Training presented by Steve Ventura
- 2. Dynamic Indicators of Basic Early Literacy (DIBELS) Assessment (K-2)
- 3. Dynamic Indicators of Basic Early Literacy (DIBELS) Oral Fluency Assessment (K-5)
- 4. Open Court Reading Program Assessments
- 6. Accelerated Reader and Math
- 7. Data Director Training with Rob White, district data analyst

Teachers use a variety of assessments to monitor student progress and to plan their instruction. These assessments are listed in the LEA Performance Goals sections of this SPSA. Teachers also receive the results of the CELDT testing each year.

Teachers of English Learners review the results of the CST (grades 3-5) and CELDT (grades K-5) testing each year. Trimester report cards, student work samples, as well as classroom mathematics and language assessments, including the Student Oral Language Observation Matrix and DIBELS fluency test, are used to monitor the academic growth of English Learners by the teachers and principal in the fall, winter and spring.

Private School Participation in Title I Services

The district follows the guidelines in No Child Left Behind (NCLB) Section 1120, Title I, Part A - "Title I Services to Eligible Private School Children Non-Regulatory Guidance" (10/17/03), which states: "Annually, districts must contact officials of private schools with children who reside in the district attendance area regardless of whether the private school they attend is located in the district."

Private schools in the Sausalito and Marin city are contacted as well as the private schools located in Mill Valley, the only school district with which the SMCSD shares a border. Consultations are held with private school officials who indicate an interest in participating in the district's Title I services. These meetings are held before any decisions are made that would affect the opportunities of eligible private school children to participate in the Title I program.

At the initial consultation meeting all items listed Under §200.63 of the Title I regulations are addressed and, at this meeting, the private school official(s) decide whether or not they wish to proceed with the requirements for participating in the SMCSD Title I program services. None of the private schools choose to participate in the district's Title I services for the 2011-2012 school year.

After School Education and Safety (ASES) Program

The district provides an After School Education and Safety (ASES) Program for students in grades K-5. The program includes:

- 1. An educational and literacy component in which homework assistance in language arts and mathematics is provided. It may also include history/social science, computer training and science.
- 2. An enrichment component which may include, but is not limited to, fine arts, career education, recreation, physical fitness and prevention activities.
- 3. A nutritional component with snacks provided that conform to state nutrition standards.

Timely Additional Assistance for Students Not Meeting Grade Level Standards

Multiple measures, including assessments from state adopted texts, standards-aligned unit tests, teacher developed assessments, along with results from the California Standards Test (CST) are used to identify students performing significantly below grade level standards.

At the end of each trimester, the principal reviews the standards-based report cards for each student. Students who are not making progress toward achieving grade level standards are provided with interventions which may include:

- 1. Individual Learning Plans
- 2. Parent conference
- 3. Targeted additional support in class, after-school and/or a summer program
- 4. Referral to a Child Study Team meeting.

Implementation of State and Federal Laws

The SSC has the legal responsibility of implementing the state and federal laws that govern the programs in the SPSA. The process used is as follows:

- 1. Review Data: Achievement data, specifically STAR, CST, demographic data
- 2. Develop and distribute a parent survey annually. Review the surveys.
- 3. Request a staff development needs assessment from the faculty. Review the needs assessments.
- 4. Identify areas of weakness in student achievement.
- 5. Select improvement goals
- 6. Determine how to allocate the funding to accomplish the selected goals
- 7. Implement the improvement plan
- 8. Periodically review data to determine progress toward goals and effectiveness on instructional programs. Make adjustments, if needed.
- 9. Each year begin the entire process again, going through steps 1-8.

Coordination/Integration of Funding Sources

Because of the small size of district and the limited amount of funds received, all state, federal and local funds are coordinated by the Business Manager at the district office. The School Site Council reviews student achievement data and makes recommendations for using the financial resources to improve students' academic achievement.

Equipment Inventory and Physical Check

For all categorical programs, the LEA maintains an inventory record for each piece of equipment, with an acquisition cost of \$500 or more per unit, that is purchased with state and/or federal funds including IEA-LEP and Title III. The record describes the acquisition by type, model, serial number, funding source, acquisition date, cost, locateion, current condition, transfer, replacement or disposition of obsolete or unusable equipment. The inventory is kept in the business office. A physical check of the equipment is done annually.

Centralized Support for Planned Improvements in Student Performance

Bayside Elementary School **2010-2011**

Funding Source	Explanation				
Title I, Part A	2 Paraprofessionals @ 8 hours a day, computer				
74,606	equipment, teacher/counselor, training for				
,	paraprofessionals, Homeless mileage				
	Indirect cost: 2,117				
Title II. Part A	Professional Development Consultant contract				
19,140	(Bayside Elementary and Martin Luther King Middle				
	School)				
	Indirect cost: 542				
Title II, Part D - Technology	Equipment				
610	Staff Development (25% of the grant)				
Title III – LEP	Bi-lingual Aide				
1049					
Title III – Immigrant	Supplementary materials				
630					
Title IV, Part A – Safe and	Partial payment for Wellness teacher – PE / Wellness				
Drug Free Schools					
876					
Targeted Instruction	PE Teacher .83 FTE, 10 hours/day aide time, staff				
(unrestricted funds)	development,				
	Indirect cost: 4989				
EIA /LEP	Bi-lingual Aide 5 hrs. per day, Translation services				
31,360					
EIA/SCE	Five (5) hour daily-paraprofessional time, instructional				
39,923	supplies,				
	Indirect Cost: 2,208				
School/Library Block Grant	A part-time librarian, library books. This is now				
15,480	unrestricted funding.				
13,100	min con icioa icinanis.				
Gifted and Talented	Teacher training, materials, field trips. This is now				
Education	unrestricted funding.				
2397					
After School Education and	Youth in Arts Program: Homework, Academic				
Safety (ASES) Program	enrichment, Visual and Performing Arts, Sports				
52,650	Indirect Cost: 1,580				
L	n the state hydret is adopted in 2010 2011 2011 2012				

^{*}These allotments may change when the state budget is adopted in 2010-2011. 2011-2012

Proposed Expendentures for 2010-2011 These nest two pages will be updated in 2011-2012 when the SMCSD receives state and federal funding. Bayside Elementary School Page 1 of 2

Funding	Total	Indirect	Actual Rudget	Dronogod Evnouditures	How this owneredition will tenum out the
Source	Budget	Costs (0.03%)			achievement.
Title I, School-wide Program	74,606	2467	72,139	2 Paraprofessionals @ 5 hours a day	Provide intervention in core academic subjects
				Counselor	(ranguage arts, main, social studies, science)
				Training for Paraprofessionals	Attendance at Paraprofessional conference to increase skills
				Computer equipment	Provide current technology to support student learning in core academic subjects
Title II, Part A	19,140	545	18,140	AVID Training/teacher stipends, Director of Categorical Programs	Provide instruction in note taking and summarizing reading assignments
				Differentiated Instruction and Data-driven Decision Making	Enable teachers to analyze data and provide lessons at the correct level of difficulty for each student.
Title II, Part D Technology	610	N/A	610	Equipment – i.e. computer	Tool for intervention such as accelerated reader
ò				Technology related staff development (25% of grant)	Learn how to use the computer as a tool to edit, revise and publish student writing.
Title III: LEP	1049	N/A	1049	English Language Development Teacher Training	English learners will be provided with direct instruction in the English vocabulary and the structure of the English language appropriate to their proficiency level.
				Purchase supplemental materials to implement the District English Learner Master Plan	English Language Development materials will enable teachers to target the type of instruction to each student's English proficiency level
Title III: Immigrant	630	N/A	630	Purchase test preparation materials Purchase supplemental materials to enhance the base reading program.	Enables students to understand how standardized tests work so they can "show what they know."
				Purchase supplemental materials to enhance the base reading program.	Provide high-interest reading materials to motivate students to practice their reading.

Proposed Expendicures for 2010-2011 Bayside Elementary School Page 2 of 2

Funding Source	Total Budget	Indirect Costs (0.03%)	Actual Budget	Proposed Expenditures	How this expenditure will improve student achievement.
Title IV: Safe and Drug Free Schools	876	N/A	876	Partial payment for Wellness teacher	Students receive instruction in health and healthy living habits (i.e. avoiding drugs and tobacco, eating healthy food, regular exercise, etc.)
Targeted Instruction (unrestricted)	166,309	4989	161,320	PE Teacher .83 FTE	Physical education for 6-8 students; physical fitness training
				10 hours/day aide time Staff development	Assist students in core curriculum Teacher training to improve classroom instruction
EIA/LEP	31,360	N/A	31,360	CELDT tester for English learners Bilingual Aide – 5 hours/day	Identifies English learners and proficiency level so that appropriate ELD instruction can be provided.
EIA/SCE	39,923	772	39,151	Five hours daily paraprofessional time	Provides intervention in core academic subjects
				AVID tutors and materials	Provide assistance in reading skills with an emphasis on note taking and summarizing
				Computers	Accelerated Reader and Accelerated Math as well as writing (revision & publishing)
School/Library Block Grant	15,480	534	14,946	Pays for a part-time librarian	Students learn library skills and are introduced to a variety of reading genres. They are also provided with materials that support the California Gear Up to College Program.
				Library books	Students are provided with supplemental books that extend their classroom learning in literature, social studies and science
Gifted and Talented Education	2397	N/A	2397	Teacher stipends, materials, equipment, enrichment programs	Provide learning opportunities for high achieving students as well as students with exceptional talent
After School Education and Safety (ASES) Program	52,650	2430	50,220	After School Program Coordinator, group leaders, Middle School Resource Teacher	Homework assistance and academic enrichment, sports, arts-based activities including in-depth creative arts classes to allow for student performance-based community events in a safe environment

APPENDIX

EMERGENCY PREPAREDNESS PLAN BAYSIDE ELEMENTARY SCHOOL

MARCH, 2009

The safety and security of our children are core elements in the Sausalito Marin City School District. We at Bayside Elementary School have developed this in-depth plan to assist teachers and staff in supporting our students during an emergency.

Staff training, regularly scheduled drills and communication with parents will ensure that our students are safe, no matter what disaster might strike our campus.

For concerns and comments regarding the plan, contact the Director of Maintenance and Operations, who is the plan administrator.

Jonnette A. Newton District Principal

Debra A. Bradley, Ed.D. Superintendent Sausalito Marin City School District

Approved by the Sausalito Marin City School District Governing Board March 26, 2009

Disaster Preparedness Plan

Bayside Elementary School

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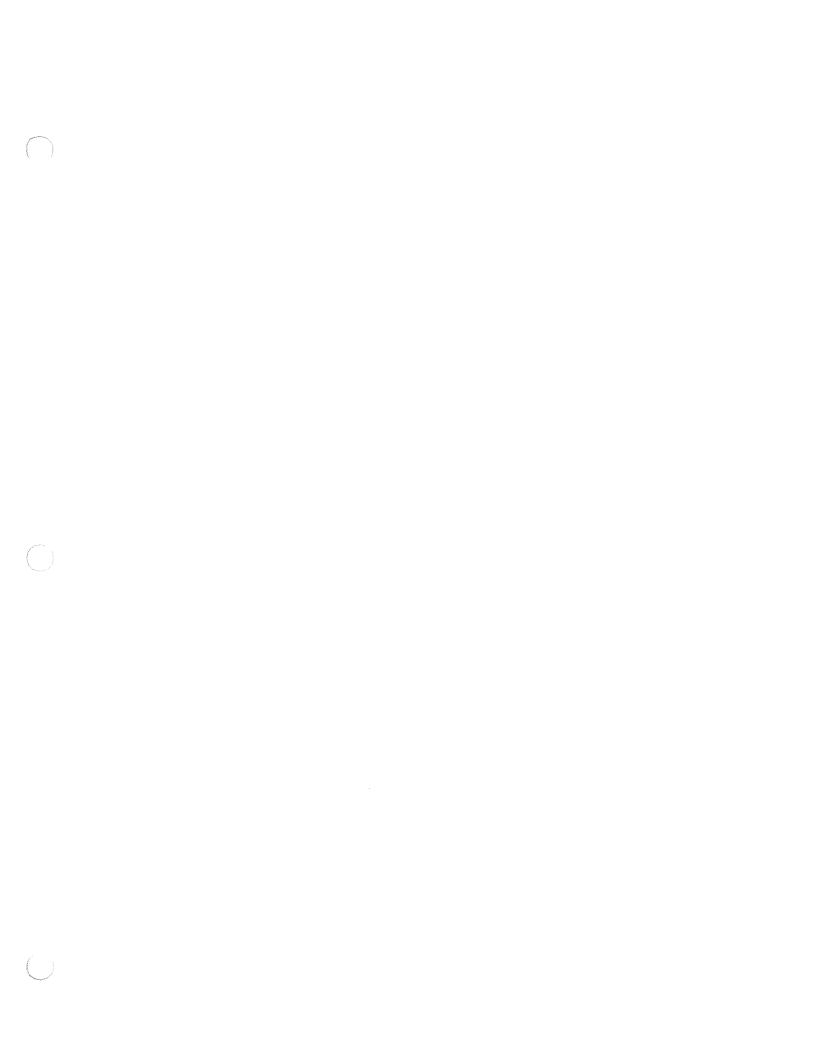
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The complete Emergency Preparedness Plan is available in the school office. Approved by the Sausalito Marin City School District Governing Board March 26, 2009



Sausalito Marin City School District

Martin Luther King, Jr. Academy

CDS Code: 21-65474-6097695



Single Plan for Student Achievement February 2010 2011 - February 20112012

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The following components required in NCLB Title I, Part A, Section 1114 for SWP are addressed in the Martin Luther King, Jr. Academy Single Plan for Student Achievement as indicated below. Source: www.cde.ca.gov/sp/sw/rt

Required School Wide Plan (SWP) Components	Plan Page(s)		
enoquired benoof what fam to week components	1 1411 1 450(3)		
1. Comprehensive needs assessment of the entire school: Based on information which includes the achievement of children in relation to the State academic content standards and the State	8-14		
student academic achievement standards.			
Student deadenne demovement standards.			
2. School wide reform strategies that:			
• provide opportunities for all children to meet the State's proficient and advanced levels of			
student academic achievement	20-30		
use effective methods and instructional strategies that are based on scientifically based			
research that —			
1. strengthen the core academic program;			
2. increase the amount and quality of learning time, such as providing extended			
opportunities outside the regular school day;			
3. include strategies for meeting the educational needs of historically underserved			
populations (migrant students, homeless students, and American Indian students)			
• include strategies to address the needs of all children in the school, but particularly the			
needs of low-achievement children			
	3		
3. Instruction by highly qualified teachers			
	19, 21-22,		
4. High-quality and ongoing professional development for teachers, principals, and	24-25, 27, 30		
paraprofessionals and, if appropriate, other school staff and parents.			
5. Strategies to attract high quality highly qualified to show to high people schools	3		
5. Strategies to attract high quality, highly qualified teachers to high-need schools	20		
6. Strategies to increase parental involvement in accordance with section 1118, such as	30		
family literacy services.			
Turning interface of the contract of the contr			
7. Plans for assisting preschool children in the transition from early childhood programs to	N/A		
local elementary schools.	11/74		
8. Measures to include teachers in the decisions regarding the use of academic assessments			
to improve the achievement of individual students and the overall instructional program.	30		
O Activities to answer that students who experience difficulty mostaving the proficient or			
9. Activities to ensure that students who experience difficulty mastering the proficient or	31		
advanced levels of state content standards receive timely, effective additional assistance.	2.1		
10. Coordination and integration of federal, state, and local services and programs.	31		
10. Coordination and integration of federal, state, and local services and programs.	L		

X In addition, the school assures the following:

- The plan describes how the school will implement the above
- The plan describes how the school will use resources under Title I and from other sources to implement those components
- The plan includes a list of State educational agency and local educational agency programs and other Federal programs that will be consolidated in the school wide program

The plan describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the required academic assessments.

Martin Luther King, Jr. Academy

School Vision Statement

"We strive to be compassionate citizens of the world demonstrating confidence, integrity and academic excellence. As global thinkers, we have pride in ourselves, our knowledge and our community. We are committed to creating a college culture by connecting with our past and voicing our desires for our future. We are the dreamers and doers of Martin Luther King, Jr. Academy. We hold the power to enact change and give back to ensure the success of our community."

School Description

Martin Luther King, Jr. Academy (MLK) is a 6-8 school drawing its student population from Sausalito and Marin City. Enrollment in the 2009-2010 2010-2011 school year, is 49 48 students. The 2010-2011 Consolidated Application indicated 7 students were Hispanic, 1 was Asian, 34 African American, 2 Native Hawaiian or Pacific Islander, 2 were White and 1 multiracial. with approximately 76% African American, 2% Asian, 14% Hispanic, 4% Pacific Islander, and 4 % white. Students whose primary language is other than English make up 3% of the student population. Over 87 90% of our students receive free or reduced-price lunches. The mobility rate in the 2008-09 school year was 64.3%.

Staff Certification Local Education Agency (LEA) Plan – Performance Goal #3

Martin Luther King Jr. has four classroom teachers. All are highly qualified under NCLB. All paraprofessionals are NCLB certified. Openings for certificated and classified staff are advertised on the school and county website and on Craig's List.

Overview of School Programs

General education students are served in self-contained classrooms with fully certificated teachers in grades 6-8. Additional staffing includes 1 paraprofessional, a part-time resource specialist, certified nurse, counselor and district social worker.

Special education, counseling, ELL and Title I services are provided for students with special needs. A GATE program for gifted and talented students is offered. Through partnerships with the Marin Community Foundation, Youth In Arts, the Milagro Foundation, the Headlands Institute, the District schools are provided with enrichment programs in the visual and performing arts and the sciences. The District also offers an after school tutorial program, grades K-8.

Student achievement is inconsistent across grades as a significant number of students do not stay in the schools over a three-year period and therefore do not benefit from consistent instructional practices. Twenty-five percent of the MLK students were not at the school two years in a row. High mobility is detrimental to consistent academic instruction and achievement.

Description of State/Federal Programs and Allocations

Check the box for each state and federal categorical program in which the school <u>participates</u> and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school <u>participates</u>. If the school receives <u>funding</u>, then the plan must include the proposed expenditures.)

State	Programs	Allocation*
	California School Age Families Education Purpose : Assist expectant and parenting students succeed in school.	\$
x	Economic Impact Aid/ State Compensatory Education <u>Purpose</u> : Help educationally disadvantaged students succeed in the regular program.	\$ 13006
х	Economic Impact Aid/ English Learner Program <u>Purpose</u> : Develop fluency in English and academic proficiency of English learners	\$ 1082
	High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.	\$
	Instructional Time and Staff Development Reform <u>Purpose</u> : Train classroom personnel to improve student performance in core curriculum areas.	\$
	Peer Assistance and Review <u>Purpose</u> : Assist teachers through coaching and mentoring.	\$
	Pupil Retention Block Grant <u>Purpose</u> : Prevent students from dropping out of school.	\$
х	School and Library Improvement Program Block Grant Purpose : Improve library and other school programs.	\$ 10,756
x	School Safety and Violence Prevention Act <u>Purpose</u> : Increase school safety.	\$ 5642
	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	\$
х	List and Describe Other State or Local funds (e.g., Gifted and Talented Education) Gifted and Talented (GATE) Targeted Instruction (unrestricted)	\$ 1,666 123,188
х	After School Education and Safety (ASES) Program <u>Purpose</u> :	27,000
	Total amount of state categorical funds allocated to this school	\$ 180,840

^{*}These allotments may change when the state budget is adopted in 2010-2011. 2011-2012

Fed	eral Programs under No Child Left Behind (NCLB)	Allocation*
	Title I, Neglected Purpose : Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
	Title I, Part D: Delinquent <u>Purpose</u> : Supplement instruction for delinquent youth	\$
X	Title I, Part A: Schoolwide Program <u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas	\$ 17,486
	Title I, Part A: Targeted Assistance Program <u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
	Title I, Part A: Program Improvement <u>Purpose</u> : Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
X	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose</u> : Improve and increase the number of highly qualified teachers and principals	\$ 7935
X	Title II, Part D: Enhancing Education Through Technology <u>Purpose</u> : Support professional development and the use of technology	\$ 306
	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose</u> : Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
X	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose</u> : Support learning environments that promote academic achievement	\$ 4 39 609
	Title VI, Part B: Rural Education Achievement <u>Purpose</u> : Provide flexibility in the use of NCLB funds to eligible LEAs	\$
	Other Federal Funds (list and describe ¹)	\$
	Total amount of federal categorical funds allocated to this school	\$ 26,336
	Total amount of state and federal categorical funds allocated to this school	\$ 207,176

^{*}These allotments may change when the federal budget is adopted in 2010-2011. 2011-2012

¹ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Bayside Elementary School Bayside/Martin Luther King, Jr. Academy

SCHOOLSITE COUNCIL MEMBERSHIP*

February 2011 – February 2011 2012

The current make-up of the School Site Council is as follows:

Natasha O. Griffin	
Typed name of Chairperson	
Electronic signature: Natasha Griffin	February 4, 2010
Signature (3) Teachers (1) Other Principal school staffi community members	DateGrades K-8

SSC Members	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other (specify)
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(1)	(J)
1. Shana Williams Elizabeth Troupe, Bayside	х		х						
2. June Farmer Danielle Hoff, MLK	Х		х						
3. Yolanda Morgan Nancy Burton, MLK	x		Х						
4. Cherie-Velyines Mrs. Seymour, Bayside	X		х						
5. Jenny Schmidt Susan Cassidy, Bayside					х				
6. Jacqueline Johnson, Bayside Alesia Cook, MLK	х		Х						
7. Megan Bolduc, Bayside						Х			
8. Debra Moore, MLK					Х				
9. Natasha Griffin, MLK					Х				
10. Stephen Strachan Karen Brinkman, MLK Jonnette Newton, Bayside				х					
Non-Voting Members									
11. Lynda Storek, MLK				Х					
12. Joyce Teat , Bayside	Х		Х						
13. Charae Ball, MLK Student									
14. Mark Damasco, MŁK Student									

*A waiver from the California Department of Education is on file in the district office allowing the two small schools to have one School Site Council.

Recommendations and Assurances

The School Site Council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- 1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
School Advisory Committee for State Compensatory Education Programs
X English Learner Advisory Committee
Community Advisory Committee for Special Education Programs

X Gifted and Talented Education Program Advisory Committee

- 4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
- 5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

March 21, 2011

6. This school plan was adopted by the school site council at a public meeting on: March 25, 2010.

Attested	٠
Aucsicu	•

Lynda Storek, Jonnette Newton

Other (list)

Lynda Storek,

Jonnette Newton

Stephen Strachan Karen Brinkman Steph

Stephen Strachan Karen Brinkman

March 21, 2011 March 25, 2010

Typed name of school principal

Signature of school principal

Date

March 21, 2011

Natasha O. Griffin
Typed name of SSC chairperson

Natasha O. Griffin

March 25, 2009

Signature of SSC chairperson

Date

Martin Luther King, Jr. Academy Demographic and Achievement Data

DEMOGRAPHICS

	2007-2008	2008-2009	2009-2010
All Students	28	28	47
%African American	85.7	85.7	72
%American Indian / Alaskan Native	0	0	0
%Asian	7.1	2.4	2
%Filipino	0	0	0
%Hispanic / Latino	3.6	9.5	15
%Pacific Islander	0	0	4
%White (not of Hispanic Origin)	0	0	4
%Multi/unstated	0	0	2
% new to site this year	13	18	
	92.9	93	99

% English Language Learners (EL)	l	0	
% Fluent English (IFEP & RFEP)	0	3	
# of Students Reclassified to FEP for Year	0	0	
RSP	8	8	5
SDC	0	. 0	0
Speech	2	2	·2
	:		

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Martin Luther King Jr. Academy Discipline Data

	2007-2008	2008-2009	2009-2010
48990 (a) Caused/Threatened/Attempted Injury	4	6	9
48990 (a2) Willfully used force or violence	0	1	2
48990 (b) Possess/Sale/Furnish Dangerous	0	0	0
Object			
48990 (c) Possess/Use/Sale/Furnish Controlled	0	0	1
Subst.			
48990 (d) Offer/Sale Controlled Substance	0	0	0
48990 (e) Commit/Attempt Robbery or	1	1	
Extortion			
48990 (f) Cause/Attempt Damage to Property	1	0	11
48990 (g) Stolen/Attempted to Steal Property	3	3	0
48990 (h) Possession of Tobacco	0	0	0
48990 (i) Obscene Act/Vulgarity	0	6	5
48990 (j) Possess/Offer/Sale of Drug	0	0	
Paraphernalia			
48990 (k) Disruption/Defied Authority	20	22	7
48990 (I) Received Stolen Property	0	0	0
48990 (m) Possess Imitation Firearm	0	0	0
48990 (n) Sexual Assault/Battery	0	0	1
48990 (o) Harass/Threaten/Intimidate Witness	0	0	0
48990.2 Sexual Harassment	0	0	0
48990.3 Cause/Attempt/Threat/Partic. Hate	0	0	
Violence			
48990.4 Created a Hostile Environment	0	0	2
48990.7 Terrorist Threat	4	0	0
Total # of Annual Suspensions	33	30	40
Total # of Annual Expulsions	0	0	0
Total # of Identified Truants	1	1	12

Student Achievement Data

		2007	-200	8		2008	-2009	9	_ 2	2009-	2010)
Academic Performance Index (API)		_	ce	;et		_	93	;et			93	ţet
State	Base	Growth	Difference	Met Target	Base	Growth	Difference	Met Target	Base	Growth	Difference	Met Target
School wide	638	681	43	Y	682	709	27	Y	706	730	24	Y
African American												
American Indian / Alaskan Native												
Asian												
Filipino												
Hispanic / Latino												
Pacific Islander			١									
White (not of Hispanic Origin)												
Socioeconomically Disadvantaged												
English Learners												
Students with Disabilities												
Adequate Yearly Progress (AYP)			_		#			#			<u>.</u> T	æ
English Language Arts	ţic.	.	cie	tic.	cien		ا <u>ا</u> ن	cien	tic.			teri
	% Partic.	'	% Proficient	% Partic.	% Proficient		% rarue.	% Proficient	% Partic.	, D. C. C.		Met Criteria
Federal	%		0 6	%	4 %	à	\$	% P	%	٦		/let
		`										
School wide	Y	`	Y	Y	Y		Y	Y	Y	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	\Box	Y
African American	ļ					_						
American Indian / Alaskan Native	ļ	-										
Asian	ļ					-	_					
Filipino		_										
Hispanic / Latino	<u> </u>	_										
Pacific Islander										-		
White (not of Hispanic Origin	<u> </u>	_							ļ	—	_	
Socioeconomically Disadvantaged	ļ		_			_				—		
English Learners	ļ		_								_	
Students with Disabilities	L								<u> </u>			
Adequate Yearly Progress (AYP)		Τ.			1	Т	T			Τ.	.	~
Mathematics	řic.			ic.	ien		<u>:</u>	ien	tie.			teri
	Partic.	٤		Partic.	Proficient	Domitio		rofi	Partic.	10000		Criteria
Federal	%		% rroncient	%	% P		۶	% Proficient	%	0 %	-	Met
School wide	Y		7	Y	Y	1		Y	Y	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\		Y
African American											_	
American Indian / Alaskan Native							\perp				\perp	
Asian			\perp				_				\bot	
Filipino											\bot	
Hispanic / Latino	<u> </u>				<u> </u>					_		
Pacific Islander					<u> </u>					_		
White (not of Hispanic Origin												
Socioeconomically Disadvantaged			\perp			_					\perp	
English Learners	L									_	\perp	
Students with Disabilities	<u> </u>											

California Standards Test (CST) Proficiency Level - English Language Arts

\	200	2006-2007 2007-2008		2008-2009		2009-2010		
Grade 6								
Advanced	1	220/	2	100/	*	7.74	0	4.504
Proficient	3	33%	4	40%	*	⊢ N/A	2	17%
Basic	4		7		*		7	
below basic	2		1	00	*		2	
far below basic	2		1		*	***************************************	1	
Total Represented	12	***************************************	15		9	***************************************	12	

Grade 7								<u> </u>
Advanced	1	26 679/	1	20.460/	0	210/	0	450/
Proficient	3	26.67%	4	38.46%	31	31%	7	47%
Basic	7		4		44		6	
below basic	4	***************************************	3	***************************************	19		2	~~~~~
far below basic	0		1	***************************************	6		0	
Total Represented	15	***************************************	13		16		15	

Grade 8								
advanced	*	1 .	2	28.58%	17	34%	0	41%
proficient	*	7	2		17	7 ./*	7	7 77
basic	*		6		25	······	6	
below basic	*	*****	3	•	33		4	
far below basic	*	-t-v-t-	1		8	***************************************	0	***************************************
Total Represented	9		14		12		17	

^{*}Number tested too small to be statistically significant

Local Assessment Measures Language Arts

Local assessment measures that have been used in years past are no longer available. The school is currently developing periodic assessments. Embedded assessments from state adopted textbooks are being evaluated as well as standards based assessments. Currently in 2009-2010 2010-2011 quarterly assessments are in place for language arts reading comprehension, vocabulary development, and writing.

Martin Luther King, Jr. Academy California Standards Test (CST) Proficiency Level – Mathematics

		2006-2007 2007-2008		2008-2009		2009-2010			
Grade 6									
Advanced	0		88.89%	0	26 6704	*	21/4	0	220/
Proficient	8		88.89%	4	26.67%	*	N/A	4	33%
Basic	0)		5		*		6	-
below basic	1			6		*	***************************************	2	
far below basic	0			0	· · · · · · · · · · · · · · · · · · ·	*		0	
Total Represented	9			15		9	***************************************	12	

Grade 7								
Advanced	0	13.33%	0	0.220/	0	170/	NA*	N. 4.4
Proficient	2	13.33%	1	8.33%	17	17%	NA*	NA*
Basic	4		6		33		NA*	***************************************
below basic	9		4		33		NA*	
far below basic	0		1		17		NA*	
Total Represented	15		12		12	wind	10	

Grade 8	Gener	General Math General Math		General Matl	General Math	
Advanced	NA*					NA*
Proficient	NA*	NA*	0	0%	N/A	NA*
Basic	NA*	NA* 4			•	NA*
below basic	NA*		4			NA*
far below basic	NA*		3			NA*
Total Represented	7	*****	14		0	4

Grade 7	Algebra I		Algebra I	Algebra I
Advanced	NA*	NA*	NA*	NA*
Proficient	NA*	NA*	NA*	NA*
Basic	NA*	NA*	NA*	NA*
below basic	NA*	NA*	NA*	NA*
far below basic	NA*	NA*	NA*	NA*
Total Represented	4	9	3	5

Grade 8		Algebra I	Alge	Algebra I		Algebra I	
Advanced	NA*	NA*	0	250/	1	1607	
Proficient	NA*	NA*	4	25%	5	46%	
Basic	NA*	NA*	4	··········	5		
below basic	NA*	NA*	8		2		
far below basic	NA*	NA*	0		0		
Total Represented	4	Not available	12		13	***************************************	

^{*} NA=Number not reported – statistically insignificant

Local Assessment Measures Math

Local assessment measures that have been used in years past are no longer used. The school is currently developing periodic assessments. Embedded assessments from state adopted textbooks are being evaluated as well as standards based assessments. Currently in 2009–2010 2010-2011 quarterly assessments are in place for math in the areas of Number Sense, Measurement and Geometry, Algebra and Functions, Statistics, Data Analysis, and Probability, and Mathematical Reasoning.

Martin Luther King, Jr. Academy California Standards Test (CST) Proficiency Level History/Social Science

Grade 8	200	2006-2007 2007-2008		07-2008	2008-2009		2009-2010	
Advanced	0	0	0	0	0	25%	0	33%
Proficient	0	1	0		25%	2370	33%	3370
basic	50%		1%		25%		56%	
below basic	50%	THE STATE OF THE S	7%		50%		6%	
far below basic	0		1%		0		6%	
otal Represented	8		14		12		18	

Martin Luther King, Jr. Academy California Standards Test (CST) Proficiency Level

Science (Administered only in Grades 5, 8 and 10)

Grade 8	200	2006-2007 2007-2008		2008-2009		2009-2010		
Advanced	0	25%	5	57%	25	58%	11%	61%
Proficient	2	2370 3	3170	33	3670	50%	0170	
Basic	4		3		17		22%	
below basic	0		0		25		17%	
far below basic	2		3		0		0	
Total Represented	8		14		12		18	

Martin Luther King Jr. Academy California English Language Development Test (CELDT)

* Summary data not provided for groups of three or less	2006-2007	2007-2008	2008-2009	2009-2010
Grade 6 - Number of Students	1	0	0	1
Beginning	0	0	0	0
Early Intermediate	0	0	0	0
Intermediate	1	0	1	1
Early Advanced	0	0	0	0
Advanced	0	0	0	0
Grade 7 - Number of Students	0	0	0	0
Beginning	0	0	0	0
Early Intermediate	0	0	0	0
Intermediate	1	0	0	0
Early Advanced	0	0	0	0
Advanced	0	0	0	0
Grade 8 - Number of Students	1	I	0	0
Beginning	*	0	0	0
Early Intermediate	*	0	0	0
Intermediate	*	1	0	0

Parent Surveys

0

0

Description of Data

Early Advanced Advanced

Parents, community, business and service organizations support the academic and social development of our students in the Sausalito Marin City School District. Parents participate in school sponsored activities, assist in various ways and have an open invitation to visit their child's classroom and any other activities.

MLK administered a parent survey in the spring of 2009 to gather parent opinions and suggestions.

In the spring of 2011, parents were given the opportunity to give feedback about the type of parent meetings in which they would like to participate. This was done through a *Parent Questionnaire* (formally called a Parent Survey). The name of this survey was changed to avoid confusion with the new *Survey of Parent Involvement Policy*, in which parents were given the opportunity to evaluate the Parent Involvement Policy. Information from the questionnaire and parent involvement survey helped in the preparation and goal setting for this plan which is for February 2011-February 2011.

Analysis of Data

Two surveys were distributed to parents at several GEAR UP! meetings. sent to the homes of every student. Fifty one surveys were returned. Survey Results of the parent questionnaire indicate that the vast majority of parents support their children's academic endeavors and keep

informed about their student's progress at parent/teacher conferences. They indicated interest in attending meetings about helping their student in reading, writing, mathematics, solving problems with his/her friends and classmates and how to help their student get ready for high school and college. The majority of parents who responded to this questionnaire said their child "always" or "usually" felt safe at school. indicated that their student feels safe at school and is "always or usually" able to solve conflicts with classmates without physical fighting.

The Parent Involvement Survey asked parents to respond questions on four general topics: 1) Parents as learners/decision makers; 2) Parent education; 3) Parent information; and 4) Parents as Collaborators/volunteers. Overall, parents strongly agreed that they feel informed and have opportunities to participate in their child's school. One parent expressed a desire for assistance from the school for more child care so he/she could attend more school events. However, the majority of parents who responded felt that the school provided adequate child care for school events.

Description and Analysis of Demographic Data

Description of Data

The student population remained relatively stable from the 2007-08 to the 2008-09 school year, as did the ethnic composition. The majority of students (93%) participate in the free and reduced lunch program. The number of students requiring Special Education services remained relatively stable from the 2007-08 to the 2008-09 school year. The number of days students were suspended from school in 2008-09 was 57. In 2009-2010, 92% of students participated in the free and reduced lunch program. The number of Special Education students requiring services was eight. The number of days students were suspended in 2009-2010 was 37.

Analysis and Conclusions Based Upon Data

The Director of Special Education did an analysis of the suspension data and found that students at Martin Luther King, Jr. (MLK) Academy are most often suspended for disruptions in class and defiance of authority. Threats and acts of aggression are also high frequency behaviors that result in suspension. It is important to note that there were no campus incidents that involved drugs or alcohol and there were not any acts of aggression that resulted in serious bodily harm.

The suspension data also indicates that a few students are responsible for generating a disproportionate number of behaviors that require suspension.

The high student mobility rate poses challenges to the staff in terms of administering individualized diagnostic assessments to understand and target any instructional deficits since students who have not had consistent programmatic instruction may require additional assistance.

Description and Analysis of Achievement Data on the

Standardized Testing and Reporting (STAR) and California Standards Test (CST)Data

Description of Data

<u>Note</u>: MLK is identified as a small school. As a result, available data must be interpreted with great caution since the scores of very few students could "skew" the results.

The 2008-09 Academic Performance Index (API) increased from 681 in 2007-08 to 709 in 2008-09, a gain of 28 points. MLK Academy met its API goal as well as Adequate Yearly Progress (AYP) requirements for participation and proficiency on the STAR/CST assessments. The 2009-2010 API grew from 706 to 730, a gain of 24 points, and all requirements for participation and proficiency under AYP were met.

Analysis of the Student Achievement Data

<u>Note</u>: MLK Academy is identified as a small school. As a result, available data must be interpreted with great caution since the scores of very few students could "skew" the results.

MLK Academy has met the Academic Performance Index (API) target for two of the past three years. There was a 43 point gain on the API in the spring of 2008. and a 28 point gain in the spring of 2009 MLK Academy has met its school-wide AYP target for the past 4 years.

The data, while statistically insignificant, does indicate that fewer students in grades 7 and 8 test proficient or advanced in English language arts and mathematics than students in grade 6 and at the elementary feeder school. Since only one English Learner was enrolled at MLK Academy in 2008-09 second language issues cannot be attributed to the lower English language arts achievement in grades 7 and 8. However, the mobility rate may contribute to the decline in test scores in both English language arts and mathematics at the middle school.

Academic Conclusions Based upon Data

The uniqueness of the small school environment creates particular challenges for both Bayside Elementary School and Martin Luther King, Jr. Academy. Small school size and the high mobility of the school population make the monitoring of individual student performance critical to the success of the academic program. This is especially true given the significant fluctuation of annual performance and the requirements of local, state and federal accountability programs. As our instruction must move all students toward proficiency, we must continue to focus instruction around the assessment of individual student progress toward mastery of the standards. The key recommendations are:

- Analysis of group and individual data for instructional planning
- Individual diagnostic assessments to target student strengths and/or to identify deficiencies
- Individual Learning Plans to monitor each student's progress and to inform parents and students of goals and personal achievement

- Implementation of math and language arts benchmarks to measure student achievement in mastery of the standards
- Increase time on task with students in the content areas of Language Arts and Math

MARTIN LUTHER KING, JR. ACADEMY PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE February 2010-February 2011

District Goal: Significant Student Achievement
LEA Performance Goal # 1 Based on analysis of program components and student data
English/Language Arts
Content Standard: WRITING
Student groups participating in this goal:
All EL Economically Disadvantaged GATE Special Ed.
$\underline{\mathbf{X}}$ Other subgroup(s): All students testing below proficient on the CST
Anticipated annual performance growth for each student group based on 2008-09 2009-2010 AYP growth target: Students in grades 6-8 will grow an average of 10 points on the annual AYP.
English Learners As a result of instruction, all English learners will demonstrate intermediate fluency or higher as measured by the annual California English Language Development Test (CELDT) within three years of enrolling in the Sausalito Marin City School District.
As a result of instruction, all English learners will be at or above basic as measured by the English language arts portion of the California Standards Test (CST) within three years of enrolling in the Sausalito Marin City School District.
a. Assessments and data utilized to measure progress toward goal and objectives: California Standards Test (CST)
Accelerated Reader Program/STAR Reading
Buckle Down
Wordly Wise Read Now Power Up Intervention Program
Assessments from state adopted texts
Teacher developed assessments
Weekly writing
Step Up To Writing Rubric
Curriculum Associates Assessments
California Language Development Test (CELDT)
Student Oral Language Observation Matrix (SOLOM) for English Learners b. Means of evaluating progress toward this goal
Assessments that demonstrate proficiency, mastery, and progress towards established short-term
goals and content standards
Tracking of student progress on Individual Learning Plans/Student Profile developed by
teachers. Each quarter the principal checks all progress reports and report cards and meets with teachers to

develop plans to ensure that students receive support to achieve proficiency. Weekly progress reports

c. Alignment of goal and objectives with content standards:

6th - CA English Language Arts Standards: <u>2.0 Writing Applications</u> (Genres and their characteristics) with emphasis on 2.2 (expository compositions), 2.4 (written response to literature) and 2.5 (persuasive compositions. <u>1.0 Written and Oral English Language Conventions</u> appropriate to this grade level with emphasis on 1.1 Sentence structure, 1.2 Grammar, 1.3 Punctuation, 1.4 Capitalization and 1.5 Spelling.

7th and 8th Grades: CA Writing Standard 1.0: Students write clear coherent and focused essays. The writing exhibits students' awareness of their audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

d. Activities to meet objective:

- 1. Implementation of differentiated instructional strategies
- 2. Coaching support in full implementation of the writing program
- 3. Staff Development/training in writing strategies to improve instruction
- 4. Analysis of individual and group CST reports to guide planning and targeted instruction
- 5. Determine diagnostic benchmarks and assessments in English Language Arts to guide planning and targeted instruction
- 6. Continue Individual Learning Plans to identify student goals and track student progress which is shared with parents
- 7. Establish common collaboration and planning time
- 8. Principal observation of student time on task

e. Instructional strategies and materials to teach the content standards

- 1. Standards-based instruction using state adopted textbooks
- 2. Step Up To Writing techniques for direct instruction in writing
- 3. Teacher developed materials
- 4. Differentiated instruction
- 5. Curriculum Associates Assessments
- 6. Cornell Notes
- 7. Graphic Organizers
- 8. Modeling
- 9. Journals
- 10. Daily Quickwrites
- 11. Peer Editing
- 12. Rubrics

f. Increased educational opportunity

Supplemental services provided to students to meet the needs of all children including the historically underserved populations (minorities, homeless, children of poverty, females):

- 1. Paraprofessionals provide supplementary intervention support.
- 2. Small group instruction
- 3. Leveled reading groups
- 4. Community volunteer program to assist individual students
- 5. After School Program tutorial and homework support
- 6. Summer Intervention
- 7. Resource specialist program
- 8. AVID program
- 9. Summer Enrichment
- 10. Enrichment Trips
- 11. Extended Day and Saturday School

g. Professional development and professional collaboration

- 1. Step Up To Writing Training
- 2. Coaching in the writing process and rubric development for assessment
- 3. Differentiated Instruction training
- 4. Analysis of CST scores...how to read and use information (Data Decision Making)
- 5. Grade level meetings, department and teacher-paraprofessional meetings to collaborate and plan for best practices and student instruction

Staff has received the following training:

- Differentiation, K-8 teachers, paraprofessionals, principal, curriculum consultant, superintendent
- Data Driven Decision Making
- AVID, Grade 6-8 resource teacher, curriculum consultant, superintendent
- Accelerated Reader, Grade 6-8 and resource teacher
- Step Up To Writing
- Read Now Power Up Intervention Program

h. Funding Source(s):

Title I, Title II, Title V, EIA/SCE, School/Library Block Grant, General Fund

i. Responsible Staff:

Teachers, Paraprofessionals, Support Staff, Administration

Date Approved by Principal's Advisory Committee (School Leadership Team): February 4, 2010 January 19, 2011

Date Approved by School Site Council: February 4, 2010 March 21, 2011

MARTIN LUTHER KING, JR. ACADEMY PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE February 2010 – February 2011

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District Goal: Significant St	ıdent Achievement	
LEA Performance Goal # 2	Based on analysis of pro	ogram components and student data
☐ English/Language Arts	Mathematics	School Climate
Content Standard: ALGEBRA	(Algebra Readiness, Pre-	Algebra)
Student groups participating in	this goal:	
AllELEconomically l	Disadvantaged	E Special Ed.
Eighth grade students testing belo	w proficient will take alg	aster the sixth grade algebra standards
	e growth for each stude	nt group based on 2008-09 2009-
2010 AYP growth target: All students will show an increase	of five percent on the or	anual California Assassment Test
(CST). The goal is for all students	-	
a. Assessments and data utilized	to measure progress to	ward goal and objectives:
California Standards Test (CST)		
Accelerated Math Program Assessments from State Adopted	Tavta	
Buckle Down	1 CX LS	
Teacher developed assessments		
Curriculum Associates Assessmen	nts	
b. Means of evaluating progress		
		ogress towards established short-term
Tracking of student progress on Inteachers.	dividual Learning Plans/	Student Profile developed by
		eport cards and meets with teachers to ieve proficiency.
c. Alignment of goals and object	ives with content standa	ards:
6 th Grade: Number Sense: CA Mathematics Smultiplication and division problem positive and negative integers.		
Algebra and Functions: CA Mathe		•

equations, and graph and interpret their results with emphasis on 1.1, 1.2, 1.3, and 1.4.

7th and 8th Grades:

Number Sense for 7th and 8th grades CA Mathematics Standard 1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms (with emphasis on 1.1-1.7) and 2.0 Students use exponents, powers, and roots and use exponents in working with fractions (with emphasis on 2.1-2.5).

<u>Algebra and Functions for 7th grade</u> CA Mathematics Standard 1.0 Students work with and express quantitative relationships by using algebraic terminology, expressions, equations, equations, inequalities and graphs (with emphasis on 1.1, 1.2, 1.3, 1.4 and 1.5).

<u>Algebra I for 8th grade</u> CA Mathematics Standard 1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational and real numbers, including closure properties for the four basic arithmetic operations where applicable with emphasis on 1.1 Students use properties of numbers to demonstrate whether assertions are true or false.

d. Activities to meet objective:

- 1. Implementation of differentiated instructional strategies
- 2. Coaching support in full implementation of the mathematics program
- 3. Staff development/training in the use of state adopted text books to improve instruction
- 4. Analysis of individual and group CST reports to guide planning and targeted instruction
- 5. Determine diagnostic benchmarks and assessments in Mathematics to guide planning and targeted instruction
- 6. Continue Individual Learning Plans to identify students' goals and track student progress which is shared with parents
- 7. Establish common collaboration and planning time
- 9. Principal observation of student time on task

e. Instructional strategies and materials to teach the content standards

- 1. Standards-based instruction using state adopted textbooks
- 2 Teacher developed materials
- 4. Differentiated instruction
- 5. Curriculum Associates assessments
- 6. Incentives and awards
- 7. Accelerated Math
- 8. Buckle Down

f. Increased educational opportunity

Supplemental Services provided to students to meet the needs of all children including the historically underserved populations (minorities, homeless, children of poverty, females):

- 1. Paraprofessionals provide supplementary intervention support.
- 2. Small group instruction
- 3. Leveled reading groups
- 4. Community volunteer program to assist individual students
- 5. After School Program tutorial and homework support
- 6. Summer Intervention
- 7. Resource specialist program
- 8. AVID program
- 9. Accelerated Math
- 10. Summer Enrichment
- 12. Extended day and Saturday School

g. Professional development and professional collaboration

- 3. Differentiated Instruction training all teachers, principal, curriculum consultants, paraprofessionals
- 4. Analysis of CST scores...how to read and use the information to inform instruction all teachers, principal, curriculum consultants, superintendent, paraprofessionals
- 5. Department meetings and teacher-paraprofessional meetings to collaborate and plan for best practices in student instruction
 - 6. Accelerated Math training and coaching

Staff has received the following training:

- Data Director
- AVID, Grade 6-8 resource teacher, curriculum consultant, superintendent
- Accelerated Math training and coaching 6-8 math teachers, resource specialist, paraprofessionals

h. Funding Source(s):

Title I, Title II, Title III: Immigrant, Title V, EIA/SCE, School/Library Block Grant, General Fund

i. Responsible Staff:

Teachers, Paraprofessionals, Administration

Date Approved by Principal's Advisory Committee (School Leadership Team): February 4, 2010 January 19, 2011

Date Approved by School Site Council: February 4, 2010 March 21, 2011

Martin Luther King, Jr. Academy PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE February 2010 – February 2011

District Goal: Significant Student Achievement						
LEA Performance Goal # 3 Based on analysis of program components and student data						
X English/Language Arts: ELD						
Content Standard: WRITING						
Student groups participating in this goal:						
All						
X Other subgroup(s): English Learners						
Anticipated annual performance growth for each student group based on 2008-09 2009-						
As a result of instruction, all English learners will demonstrate intermediate fluency or higher as measured by the annual California English Language Development Test (CELDT) within three years of enrolling in the Sausalito Marin City School District.						
As a result of instruction, all English learners will be at or above basic as measured by the English language arts portion of the California Standards Test (CST) within three years of enrolling in the Sausalito Marin City School District.						
a. Assessments and data utilized to measure progress toward goal and objectives: California English Language Development Test (CELDT). California Standards Test (CST) 8 th Grade Portfolio of Writing Assessments from state adopted texts Teacher developed assessments Weekly writing Step Up To Writing Rubric Curriculum Associates Assessments California English Language Development Test (CELDT)						
b. Means of evaluating progress toward this goal						
Assessments that demonstrate proficiency, mastery, and progress towards established short-term goals and content standards						
Tracking of student progress on Individual Learning Plans/Student Profile developed by teachers.						
Each quarter the principal checks all progress reports and report cards and meets with teachers to develop plans to ensure that students receive support to achieve proficiency. 8 th Grade Portfolio Scores						

c. Alignment of goal and objectives with content standards:

- 6th CA English Language Development Standards: <u>W1.3 Writing Strategies</u>: Organizes and records expository information on pictures, lists, charts, tables and other graphic organizers for literature and content areas; <u>W1.4 Writing Strategies</u>: Contrigutes to expository composition through collaborative paragraph writing and language experience. <u>W1.5 Writing Strategies</u>: Practices guided editing: final punctuation, capitals, correct spelling (from word walls/charts, dictionary).
- 7th CA English Language Development Standards <u>W1.1 Writing Strategies</u>: Narrates in writing a series of events and communicates their significance to the audience; <u>W3.5Writing Strategies</u>: Using note taking, outlining, quick free-writes, and reflective journals, structures drafts of simple essays.
- 8th CA English Language Development Standards <u>W1.1 Writing Strategies</u>: Narrates in writing a series of events and communicates their significance to the audience; <u>W3.5Writing Strategies</u>: Using note taking, outlining, quick free-writes, and reflective journals, structures drafts of simple essays.

d. Activities to meet objective:

- 1. Implementation of differentiated instructional strategies
- 2. Coaching support in full implementation of the writing program
- 3. Staff Development/training in writing strategies to improve instruction
- 4. Analysis of individual and group CST reports to guide planning and targeted instruction
- 5. Determine diagnostic benchmarks and assessments in English Language Arts to guide planning and targeted instruction
- 6. Continue Individual Learning Plans to identify student goals and track student progress which is shared with parents
 - 7. Establish common collaboration and planning time
 - 8. Principal observation of student time on task

e. Instructional strategies and materials to teach the content standards

- 1. Standards-based instruction using state adopted textbooks
- 2. Step Up To Writing techniques for direct instruction in writing
- 3. Teacher developed materials
- 4. Differentiated instruction
- 5. Curriculum Associates assessments
- 6. Cornell Notes

f. Increased educational opportunity

Supplemental Services provided to students to meet the needs of all children including the historically underserved populations (minorities, homeless, children of poverty, females):

- 1. Paraprofessionals provide supplementary intervention support.
- 2. Small group instruction
- 3. Leveled reading groups
- 4. Community volunteer program to assist individual students
- 5. After School Program tutorial and homework support
- 6. Summer Intervention
- 7. Resource specialist program
- 8. AVID program
- 9. Extended day and Saturday School

g. Professional development and professional collaboration

- 1. Step up To Writing Training
- 2. Training and coaching in the writing process and rubric development for assessment
- 3. Differentiated Instruction

- 4. Analysis of test scores...how to read and use information (Data Driven Decision Making)
- 5. Department meetings and teacher-paraprofessional meetings to collaborate and plan for best practices and student instruction
 - 6. Read Now Power Up Intervention Program

Staff has received the following training:

- 1. Data Driven Decision Making grades 6-8 teachers, paraprofessionals, principal, curriculum consultant,
- 2. Differentiation, grades 6-8 teachers, paraprofessionals, principal, curriculum consultant, superintendent
- 3. Step Up To Writing Training grades 6-8 language arts teacher, resource specialist, principal, staff development coordinator
- 4. MTN training and coaching in the writing process and rubric development for assessment grades 6-8 language arts teacher, resource specialist
- 5. AVID resource specialist/AVID teacher
- 6. Accelerated Reader 6-8 teachers, resource specialist and paraprofessionals
- 7. Read Now Power Up 6-8 teachers and resource specialist

h. Funding Source(s):

Title I, Title II, Title III: LEP, EIA/LEP, EIA/SEC, General Fund

i. Responsible Staff:

Teachers, Paraprofessionals, Administration

Date Approved by Principal's Advisory Committee (School Leadership Team): February 4, 2010 January 29, 2011

Date Approved by School Site Council: February 4, 2010 March 21, 2011

MARTIN LUTHER KING, JR. ACADEMY PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

February 2010 – February 2011

District Goal: Effective Learning and Working Climate					
LEA Performance Goal # 4 Based on analysis of program components and student data					
☐ English/Language Arts ☐ Mathematics ☐ School Climate					
Establish a school climate that enforces consistent behavioral expectations, rules, incentives, rewards and approaches to improve student conduct and motivation					
Student groups participating in this goal:					
☐ All ☐ EL ☐ Economically Disadvantaged ☐ GATE ☐ Special Ed.					
Other subgroup(s):					
Anticipated annual performance growth for each student group:					
We will continue to strive to minimize the number of suspensions.					
 a. Assessments and data utilized to measure progress toward goal and objectives: Behavioral referrals 					
Suspensions					
Referrals to alternative programs					
 Child Study Team 					
School Counselor					
b. Means of evaluating progress toward this goal					
Fewer behavioral referrals and suspensions					
 Enrollment in support programs Results or strategies from Child Study Team 					
c. Alignment of goal and objectives with content standards:					
Increased student engagement and motivation toward achievement of grade level standards and personal and academic goals					
d. Activities to meet objective:					
 Train new staff and fully implement BEST Program Establish a school climate committee 					
3. Principal observation of student time on task					
4. Increase parent involvement					
5. Referrals to alternative programs					
6. Counseling support: school counselor7. Student Recognition/Awards Program					

STAR/CST Achievement Awards for Proficient and above STAR/CST Achievement Awards for 25 point improvement Accelerated Reader Awards Special Recognition Awards

e. Behavioral support and incentives to reinforce positive decision making

- Problem solving strategies
- No Bully Strategies
- Student engagement strategies
- BEST Program
- Student Store
- Incentives and Awards Program
- Assemblies
- Individual and group counseling

f. Increased educational opportunity

Supplemental Services provided to students to meet the needs of all children including the historically underserved populations (minorities, homeless, children of poverty, females):

- Supplemental service providers
- Individualized and group counseling
- After School Education and Safety
- Summer Enrichment

g. Professional development and professional collaboration

- 1. Train new staff in BEST Program
- 2. Focus of staff development on structured student engagement, differentiation and providing access of core curriculum to all students.
- 3. Teacher collaboration by grade level/department (K-8) centering on student performance, student work and improved targeted instruction.

Staff has received the following training and information:

- BEST Program, 6-8 teachers, paraprofessional
- No Bully Training

h. Funding Source(s):

Title I, Title II, Title V, School Linked Services (SLS) Grant, General Fund

i. Responsible Staff:

Teachers, Paraprofessionals, Administration

Date Approved by Principal's Advisory Committee (School Leadership Team): February 4, 2010 January 19, 2011

Date Approved by School Site Council: February 4, 2010 March 21, 2011

English Learners

At the time of registration, parents/guardians complete a Home Language Survey (HLS). If a language other than English is spoken in the home, students are given the California English Language Development Test (CELDT) to assess the student's competency in speaking, listening, reading and writing English. Based on the results of the CELDT students are classified as Fluent English Proficient (FEP) or Limited English Proficient (LEP).

The CELDT is hand scored for *all students new* to the district to quickly determine the student's competency in English language arts. The preliminary results are used for tentative instructional placement. Within the first month of school, a meeting or conference is held with the parents of new students to explain the instructional program available for their student and the exit criteria. Parents have the option to accept placement in the district's program for English learners or to decline such placement.

In addition, students new to the district are given a survey to determine their competency in speaking, listening, reading and writing in their home language. Where there are 10 or more students speaking the same language, the student is assessed in his/her primary language. When there are fewer than 10 students speaking the same language, an informal primary language assessment is made by interviewing the parent/guardian, permission granted by the California Department of Education using the waiver process.

Each previously identified English learner is annually assessed with the CELDT for English language development proficiency. Students meeting the exit criteria are considered for reclassification from limited English proficient (LEP) to fluent English proficient (FEP). The decision to reclassify a student is made at a Language Appraisal Team Meeting involving the teacher, parent/guardian, and principal/designee. The purpose of this meeting is to determine if the student will be successful in the general education program. Students who are reclassified as FEP are monitored for two years to ensure they are making adequate progress in the instructional program as measured by their performance on the California Standards Test (CST).

English learners receive focused instruction on English language development (ELD) for 20-30 minutes daily. Teachers assigned to provide English language instruction for English learners are appropriately authorized. Teachers They use the California English Language Development Standards to guide their instruction in English grammar and vocabulary. Hampton Brown materials have been purchased for each grade. These materials support the ELD instructional program. Students' progress in developing English proficiency in speaking, listening, reading and writing is assessed regularly using a variety of assessments that include, but are not limited to, the Student Oral Language Observation Matrix (SOLOM) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Spanish is spoken by at least 15 percent of the students in the district. Therefore the student information booklet, notices, reports, statements and/or records are provided in both English and Spanish.

Bayside Elementary School has a functioning English Learner Advisory Committee (ELAC) because there are more than 21 English learners enrolled in the school. Members are elected by parents/guardians of English Learners. The ELAC receives training to assist them in carrying out their legal responsibilities.

Gifted and Talented Education (GATE)

During the 2008-09 school year, the GATE program was redesigned to meet the new California State standards for GATE education. The 2008-09 was the implementation year. Goals of the program are described below. 2009-2010 saw some review and changes, but for the most part the program remained as designed.

Students qualify for participation in the GATE program based on high achievement in English language arts and/or mathematics or exceptional talent.

Fourth through eighth grade students are referred for GATE screening based on their obtaining a score of 390 or above for two consecutive years in the language arts and/or mathematics portions of the California Standards Test (CST). Students may also be referred for GATE screening by a teacher, parent or administrator based on exceptional talent in art, science, technology as well as in mathematics or language arts that may not be evident in the student's state test scores. Once the referral is made, a screening committee reviews all documentation and determines qualification for participation based on the district identification criteria. The referral process is ongoing throughout the year. Students may be referred for screening more than once.

The California Department of Education requires that schools provide GATE students with programs that are planned and organized as an integrated, differentiated learning experience within the regular school day and may be augmented or supplemented with other enrichment activities related to the core curriculum. Differentiated instruction is one that regularly provides opportunities for gifted students to experience instructional techniques that address one or more of the following questions about instruction:

- **Pace:** Is the student moving through the curriculum at a pace that insures continuous progress?
- **Depth:** Does the curriculum allow the student to go deeper than the surface of a subject area?
- **Complexity:** Is the student challenged by critical thinking and higher order thinking skills in the classroom?
- **Product:** Does the student have the opportunity to be creative and to apply knowledge in real life situations?

At the elementary and middle schools, each GATE student in grades 4-6 has an Individual Learning Plan that describes the differentiated instruction the student is receiving. Enrichment opportunities in the visual and performing arts are provided during the school day. In addition, students are offered enrichment opportunities in the after-school and summer school programs.

The district has a GATE Advisory Committee, currently composed of teachers and administrators. Parents of GATE students are welcome to participate. The committee meets three times a year. The role of the committee is to provide information on current research and practice in gifted education to staff and parents, as well as to provide orientation for parents of newly identified students. Parents are also invited to help with the school's enrichment programs.

Tobacco Use Prevention Education (TUPE)

Students are provided instruction that promotes good physical health and a healthy lifestyle. Lessons include the importance of diet and exercise as well as the avoidance of tobacco and drugs. Funding source: Title IV, Part A—Safe and Drug Free Schools. Note: SMCSD no longer receives TUPE funds.

HIV/AIDES Education

HIV/AIDS prevention is the focus of health education delivered annually to seventh and eighth grade students. Parents are notified that the district provides this curriculum in the *First Day Packet* that is given to each family annually. Prior to classroom instruction, parents receive notification that includes the place and time the instructional materials can be viewed and an option for their student to be excused from this instruction.

Homeless Students and Homeless Liaison

It is the policy of the SMCSD to immediately enroll in school students who have no permanent physical address. The district provides homeless students access to education and other services necessary for these students to meet the same challenging standards as other students. In addition to participation in all academic programs for which the student is eligible, services may include transportation, nutritional meals, school supplies as well as referrals to health, dental, and mental health services.

The administrative assistant at Bayside serves as the homeless liaison for both Bayside and MLK schools. The homeless liaison works with the school staff, community members, local shelters and county officials to identify students who may qualify for services under the federal McKinney-Vento Act and California State law. The homeless liaison maintains records and submits reports to the county as required.

Parents and community members are notified of the availability of services to homeless students through posters displayed in the school and district offices and through the *First Day Packet*, under the heading "Education for Homeless Children," that is provided to all families. The *First Day Packet* is also on the district website at www.saussalitomarincityschools.org. Parent notifications are in both English and Spanish.

Parent Involvement Policy (Plan)

The purpose of the Parent Involvement Policy (Plan) is to support and strengthen students' academic achievement. The Martin Luther King, Jr. Academy policy was updated, in consultation with parents, in the spring of 2010. The revised policy contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA) for schools receiving Title I, Part A funds. The school's school-parent compact is incorporated into the School Parental Involvement Policy.

The updated policy has been approved by the board and translated into Spanish. Both the English and the Spanish policies may be found on the school website

www.sausalitomarincityscools.org under the "resources" section. Hard copies of the plan are available on request in the school office.

The school-parent compact is part of the student information booklet each family receives at the beginning of the school year.

Measures to Include Teachers in Decisions Regarding Use of Assessments

Teachers have had ongoing training and practice in using assessments to monitor student progress and plan appropriate instruction to improve student achievement. Recent training in the use of assessments to improve student achievement includes:

- 1. Data-driven Decision Making Rob White
- 2. Accelerated Reader and Math

Teachers use a variety of assessments to monitor student progress and to plan their instruction. These assessments are listed in the LEA Performance Goals sections of this SPSA.

Teachers of English Learners review the results of the CST and CELDT assessments each year. Quarterly report cards, student work samples as well as classroom language and mathematics assessments are used to monitor the academic growth of English Learners by the teachers and principal in the fall, winter and spring.

Private School Participation in Title I Services

The district follows the guidelines in No Child Left Behind (NCLB) Section 1120, Title I, Part A - "Title I Services to Eligible Private School Children Non-Regulatory Guidance" (10/17/03), which states: "Annually, districts must contact officials of private schools with children who reside in the district attendance area regardless of whether the private school they attend is located in the district."

Private schools in the Sausalito and Marin city are contacted as well as the private schools located in Mill Valley, the only school district with which the SMCSD shares a border. Consultations are held with private school officials who indicate an interest in participating in the district's Title I services. These meetings are held before any decisions are made that would affect the opportunities of eligible private school children to participate in the Title I program.

At the initial consultation meeting all items listed Under §200.63 of the Title I regulations are addressed and, at this meeting, the private school official(s) decide whether or not they wish to proceed with the requirements for participating in the SMCSD Title I program services. None of the private schools choose to participate in the district's Title I services for the 2011-2012 school year.

After School Education and Safety (ASES) Program

The district provides an After School Education and Safety (ASES) Program for students in grades 6-8. The program includes:

- 1. An educational and literacy component in which homework assistance in language arts and mathematics is provided. It may also include history/social science, computer training and science.
- 2. An enrichment component which may include, but is not limited to, fine arts, career education, recreation, physical fitness and prevention activities.
- 3. A nutritional component with snacks provided that conform to state nutrition standards.
- 4. Extended days hours have been added to the schedule for students who are below grade level in Math/Language Arts

Timely Additional Assistance for Students Not Meeting Grade Level Standards

Multiple measures, including assessments from state adopted texts, standards-aligned unit tests, teacher developed assessments, MTN writing samples, MTN math assessments, along with results from the California Standards Test (CST) are used to identify students performing significantly below grade level standards.

At the end of each trimester, the principal reviews the standards-based report cards for each student. Students who are not making progress toward achieving grade level standards are provided with interventions which may include:

- 1. Individual learning plans developed by the teacher and principal.
- 2. Parent conference
- 3. Targeted additional support in class, after-school and/or a summer program
- 4. School/Extended Day
- 5. Referral to a Child Study Team (SST) meeting.

Implementation of State and Federal Laws

The SSC has the legal responsibility of implementing the state and federal laws that govern the programs in the SPSA. The process used is as follows:

1. Review Data:

Achievement data, specifically STAR, CST, MTN writing assessments. Demographic data

- 2. Develop and distribute a parent survey annually. Review the surveys.
- 3. Request a staff development needs assessment from the faculty. Review the needs assessments.
- 4. Identify areas of weakness in student achievement.
- 5. Select improvement goals
- 6. Determine how to allocate the funding to accomplish the selected goals
- 7. Implement the improvement plan
- 8. Periodically review data to determine progress toward goals and effectiveness on instructional programs. Make adjustments, if needed.
- 9. Each year begin the entire process again, going through steps 1-8.

Coordination/Integration of Funding Sources

Because of the small size of district and the limited amount of funds received, all state, federal and local funds are coordinated by the Business Manager at the District office. The School Site Council reviews student achievement data and makes recommendations for using the financial resources to improve students' academic achievement.

Equipment Inventory and Physical Check

For all categorical programs, the LEA maintains an inventory record for each piece of equipment, with an acquisition cost of \$500 or more per unit that is purchased with state and/or federal funds including IEA-LEP and Title III. The record describes the acquisition by type, model, serial number, funding source, acquisition date, cost, locateion, current condition, transfer, replacement or disposition of obsolete or unusable equipment. The inventory is kept in the business office. A physical check of the equipment is done annually.

This page will be updated in 2011-2012 when the district receives state and federal allotments.

Centralized Support for Planned Improvements in Student Performance Martin Luther King, Jr. Academy 2010-2011

Funding Source *	Explanation
Title I, Part A	Training for paraprofessionals, school counselor,
17,486	computer equipment, Homeless, mileage
	Indirect cost: 1058
Title II, Part A	Professional Development: AVID – training and
7935	teacher stipends for summer training. Consultant
	contract (Bayside Elementary and Martin Luther King
	Middle School)
	Indirect Cost: 270
Title II, Part D - Technology	Equipment
306	Staff Development (25% of the grant)
Title III – LEP	Supplemental materials
Title III – Immigrant	N/A
0	11/21
Title IV, Part A – Safe and	Partial payment for Wellness teacher
Drug Free Schools	PE/Wellness
609	
Targeted Instruction	PE Teacher .17 FTE, Math/Computer Teacher 1.0
(unrestricted funds)	FTE, Librarian 100 hours, staff development, library
	supplies Indirect cost: 3696
EIA/LEP	Testing services
1082	resting services
EIA/SCE	AVID stipends and materials, instructional supplies
13,006	
	Indirect Cost: 432
School/Library Block Grant	A part-time librarian, a portion of the technology
10,756	teacher, library books
	Indinat Cast. 222
Gifted and Talented	Indirect Cost: 322 Teacher training, enrichment programs, materials
Education	reacher training, entremment programs, materials
1666	
After School Education and	Youth in Arts Program: Homework, Academic
Safety (ASES) Program	enrichment, Visual and Performing Arts, Sports
27,000	

^{*}These allotments may change when the state budget is adopted in 2010-2011. 2011-2012

This page will be updated in 2011-2012 when the district receives state and federal allotments.

Proposed Expenditures for 2010-2011 Martin Luther King, Jr. Academy

Page 1 of 2

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Funding Source	Total Budget	Indirect Costs (15%)	Actual Budget	Proposed Expenditures	How this expenditure will improve student achievement.
Title I: School-wide Program	17,486	579	16,907	School Counselor Training for	Provide intervention in core academic subjects (language arts, math, social studies, science)
				Paraprofessionals	•
				Computer equipment	Attendance at Paraprofessional conference to increase skills
					Provide current technology to support student learning in core academic subjects
Title II, Part A	7935	272	7663	AVID Training/teacher stipends, Director of Categorical Programs	Provide instruction in note taking and summarizing reading assignments
				Differentiated Instruction and Data-driven Decision Making	Enable teachers to analyze data and provide lessons at the correct level of difficulty for each student.
Title II, Part D Technology	306	N/A	306	Equipment – i.e. computer Technology related staff development (25% of grant)	Tool for intervention such as accelerated reader Learn how to use the computer as a tool to edit, revise and publish student writing.
Title III: LEP	0	N/A	0	Purchase supplemental materials to implement the District English Learner Master Plan	English Language Development materials will enable teachers to target the type of instruction to each student's English proficiency level.
Title III: Immigrant	0	N/A	0	N/A	N/A
Title IV: Safe and Drug Free Schools	609	N/A	609	Partial payment for Wellness teacher	Students receive instruction in health and healthy living habits (i.e. avoiding drugs and tobacco, eating healthy food, regular exercise, etc.)
EIA/LEP	1082	N/A	1082	Part-time Librarian	Identifies English learners and proficiency level so that appropriate ELD instruction can be provided.

This page will be updated in 2011-2012 when the district receives state and federal allotments.

Proposed Expenditures for 2010-2011 Martin Luther King, Jr. Academy

Page 2 of 2

Fdi	Tot-1	India-4	,	Proposed Europeitures	How this amonditure
Funding Source	Total Budget	Indirect Costs (15%)	Actual Budget	Proposed Expenditures	How this expenditure will improve student achievement.
Targeted Instruction (unrestricted)	123,188	3696	119,492	PE Teacher .17 FTE	Physical education for 6-8 students; physical fitness training
				Math/computer Teacher 1.0 FTE	Math and technology instruction Provide training for
	,			Librarian 100 hrs; library materials	teachers Teach library and
				Staff development	research skills
					Teacher training to improve classroom instruction
EIA/SCE	13,006	432	12,574	AVID stipends and materials	Provide assistance in reading skills with an emphasis on note taking
				Part-time Librarian	and summarizing
				Computers	Accelerated Reader as well as writing (revision & publishing)
School/Library Block Grant	10,756	299	10,457	Pays for a part-time librarian Library books	Students learn library skills and are introduced to a variety of reading genres. They are also provided with materials that support the California Gear Up to College Program.
					Students are provided with supplemental books that extend their classroom learning in literature, social studies and science
Gifted and Talented Education	1666	N/A	1666	Teacher stipends, materials, equipment, enrichment programs	Provide learning opportunities for high achieving students as well as students with exceptional talent
After School Education and Safety ASES) Program	27,000	810	26,190	After School Program Coordinator, group leaders, Middle School Resource Teacher	Homework assistance and academic enrichment, sports, arts-based activities including indepth creative arts classes to allow for student performance-based community events in a safe environment

APPENDIX

EMERGENCY PREPAREDNESS PLAN

Martin Luther King, Jr., Academy

MARCH, 2009

The safety and security of our children are core elements in the Sausalito Marin City School District. We at Martin Luther King, Jr. Academy have developed this in-depth plan to assist teachers and staff in supporting our students during an emergency.

Staff training, regularly scheduled drills and communication with parents will ensure that our students are safe, no matter what disaster might strike our campus.

For concerns and comments regarding the plan, contact the Director of Maintenance and Operations, who is the plan administrator.

Stephen Strachan Ed.D District Principal

Debra A. Bradley, Ed.D. Superintendent Sausalito Marin City School District

Disaster Preparedness Plan for Martin Luther King, Jr. Academy

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Honeywell Calling System
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Common Emergency Actions
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Emergency Shut-off Locations

III Earthquakes

Procedures
Inventory of required supplies

IV Fire

Procedures

V Flooding

Procedures
Site Evacuation

VI Lockdown

Procedures

VII Student Release

Procedures Supplies needed

The complete Emergency Preparedness Plan is available in the school office. Approved by the Sausalito Marin City School District Governing Board March 26, 2009

(CDE use only)
Application #

Signature of Board President

No Child Left Behind Act of 2001 LOCAL EDUCATIONAL AGENCY PLAN

Sausalito Marin City School District 2010 2011- 2012

mail original and two copies to:

Mark Trotter

Printed or typed name of Board President

California Department of Education School and District Accountability Division 1430 N Street, Suite 6208 Sacramento, California 95814-5901

LEA Plan Information: Name of Local Educational Agency (LEA): Sausalito Marin City School District County/District Code: 2165474 Dates of Plan Duration (should be five-year plan): July 1, 2003 to June 30, 2006 (to be updated annually); Spring 2010 2011 update May 20, 2010 Date of Local Governing Board Approval: District Superintendent: Debra A. Bradley, Ed.D. Address: 630 Nevada Street City: Sausalito Zip code: 94965 Phone: 415-332-3190 Fax: 415-332-9643 Signatures (Signatures must be original. Please use blue ink.) The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan. Debra A. Bradley May 20, 2010 Printed or typed name of Superintendent Date Signature of Superintendent

May 20, 2010

Date

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Part I: Background and Overview

BACKGROUND

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at http://www.cde.ca.gov/nclb/fr/.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five Performance Goals:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- 3. By 2005-2006, all students will be taught by highly qualified teachers.
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- 5. All students will graduate from high school.

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

The information in the section below is included in the *District Profile* section that begins on page 29. Therefore the following information is duplication and has been deleted.

OVERVIEW

The Sausalito Marin City School District is an elementary (K-8) district drawing its student population from Sausalito and Marin City. The District has two traditional school campuses: Bayside Elementary and Martin Luther King, Jr. Academy. Martin Luther King, Jr. Academy was established as a separate 7-8 school in the fall of 1999 to offer students a learning environment that would best meet the unique needs of this age group. Beginning in September 2009, Bayside will become a K-5 school and Martin Luther King, Jr. Academy will become a 6-8 middle school.

In the 2007-08 school year Bayside had a total of 14 students with a primary language other than English; MLK had one student with a primary language other than English. The English Learner (ELL) population more than doubled in the 2008-09 school year to 30 students from 14 the previous year. In the 2009-2010 school year, 34 ELs were reported on the Spring 2010-R30 Language Census report.

Over 90% of the students receive free or reduced-price breakfast and lunch. SMCSD students attend high school in the Tamalpais Union High School District.

The October 2006 CBEDS report showed that these two schools had a total of 126 students enrolled (98 at Bayside and 28 at MLK). The majority of the students (over 75%) are African-American. The second largest ethnic group is Hispanic (approximately 13%). The remaining 12% of the students represent four ethnic groups: Pacific Islander, Asian, Filipino and White. District enrollment on March 24, 2010: 172 students (121 at Bayside and 51 at MLK)

Academic Program: The Sausalito Marin City School District employs 12 teachers, a part-time music professional, part-time librarian and a part-time certified nurse. Special education, counseling, and Title 1 services are provided for students with special needs. A GATE program for gifted and talented students is offered grades 4-8. Through partnerships with The Headlands Institute, Poets in the Classroom, Marin Conservation Corps., Youth in Arts, and Marin Theatre Company, the District schools are provided with enrichment programs in the visual and performing arts and the sciences. In the 2009-2010 school year the Marin Community Foundation began supporting the district by providing funds for a full-time on-site administrator at MLK, a coach to work with MLK teachers to strengthen classroom instruction as well as a district social worker/community outreach position. HIV/AIDS Prevention Education is provided by Huckleberry Youth Programs to students in grades 7 and 8. The District also offers an after school intervention and enrichment program for all students grades K-8 that is funded by an After School Education and Safety Program (ASESP) grant. This grant provides a wide variety of support for students including-intervention, enrichment opportunities and homework supervision in the extended day

In order to improve student achievement and increase the numbers of students demonstrating proficiency or above in English/language arts and mathematics, the entire school district staff worked with an outside trainer during the 2006-2007 and 2007-08 school years to learn how to use data to make instructional decisions. This training is ongoing under the supervision of the district data analyst. In addition, teachers have had training in how to use the Accelerated Math program to monitor students' performance on the California math standards and to provide appropriate acceleration and/or remediation. The majority of teachers have had training in the Step-Up to Writing program.

Other strategies to improve student achievement are the implementation of the GEAR-UP and AVID programs and the addition of an algebra class at MLK beginning in the fall of the 2006-07 school year. Specific individual and small-group intervention in reading is provided for low-performing K-5 students in language arts. A Child Study Team suggests interventions before referral for Special Education Assessment, and a grant from the Marin Community Foundation supports a behavior intervention program.

<u>District Technology Vision</u>: We recognize that the student of today must master technology systems to compete and thrive in the information society of the 21st century. The Sausalito Marin City School District is committed to integrating current and evolving technology into the fabric of our school values, practices and culture as a means of communication, research and problem solving. Therefore, the District is dedicated to providing our students and staff with the training and tools needed to excel in the world of today and tomorrow. Technology is seen as a tool to enhance and improve student achievement; therefore the district has identified the following *Key Technology Goals*:

- 1. All students will develop specific technological skills to enhance learning through curricular projects and activities
- 2. Information literacy skills are integrated throughout the curriculum to access and evaluate information, to solve problems and communicate effectively
- 3. The initial focus of staff development has been the acquisition of information literacy skills. The key objective now is to acquire the ability to integrate technology into the

- eurriculum and to assist students in the creation of projects that require critical thinking
- 4. Technology is used to assess and monitor student progress and to streamline administrative tasks
- 5. Technology is used to achieve seamless communication between schools, district, parents and community. Therefore, parents and community are included in our technology education process
- 6. Our Technology Plan is designed to be flexible so that it will sustain modifications, additions and revisions without digressing from the stated goals and objectives

The State of California Department of Education approved the Sausalito Marin City School District Technology Plan in spring, 2002 and it was updated and approved in 2005.

<u>Parent/Community Involvement and Support</u>: Parents, community, business and service organizations support the academic and social development of our students. Parents participate in parent and school sponsored activities, assist in the classrooms, the office and have an open invitation to attend training activities on Professional Development Days. The District also benefits from partnerships with the local Rotary Club which tutors our students weekly in the classroom.

During the 2006-07 school year parents at each school worked with staff and developed a school level Parent Involvement Plan that was updated and approved by the school board in the 2009-2010 year and will be undated every other year in even numbered school years. In addition, a district wide Parent Involvement Plan was created, approved by the School Site Council and the School board during the 2009-2010. These plans summarize how parents at Bayside and MLK wish to be involved with their students' educations. The plans serve as a guide for planning meaningful activities for parents and their students. The three plans have been translated into Spanish. They are available to parents and the community on the school website at www.sausalitomarinschools.org. Printed copies of the plans are available on request in the school and district offices.

DESCRIPTIONS

<u>Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring</u>

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, and the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.

Below is a brief description of the ways in which these various processes eurrently are used in the Sausalito Marin City School District.

The Consolidated Application (ConApp): The Consolidated Application is the fiscal mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, the Sausalito Marin City School District (SMCSD) submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Local Educational Agency Plan (LEA Plan): The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan describes the actions that LEA will take to ensure that it meets certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the Single Plans for Student Achievement developed by the LEA's schools.

Beginning in the 2007-08 school year, the CDE no longer required school districts to submit their updated LEA plans to the state for review. However, school districts are required to update their plans annually with input from advisory committees such as the School Site Council and the English Learner Advisory Committee. The plans must then be reviewed and approved by the local school board and made available to the CPM review team on request.

In developing the LEA plan, staff, the SSC members reviewed its demographics, test results, performance, and financial resources. The LEA plan is updated and reviewed annually. The most recent updates of the LEA plan were reviewed and approved at a special meeting of the SSC on March 21, 2011.

The Single Plan for Student Achievement (School Plan): State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a Single Plan for Student Achievement (Education Code Section 64001), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans.

The content of the SMCSD school plans includes assessments, school goals, activities, and expenditures for improving the academic performance of students to the proficient level and

above. The plans delineate the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

Categorical Program Monitoring (CPM): State and federal law require the CDE to monitor the implementation of categorical programs operated by local educational agencies. This process is called Categorical Program Monitoring (CPM). This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify compliance with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

The last CPM review conducted in the SMCSD was in the 2006-07 school year. The CPM team found the district in compliance in all areas reviewed. The next CPM review for SMCSD will be in the 2010-2011 school year.

The following section includes directions for developing the LEA Plan. These directions are on the CDE website and, therefore, do not need to be included in the SMCSD LEA Plan.

DEVELOPMENT PROCESS FOR THE LEA PLAN

LEAs must develop a single, coordinated, and comprehensive plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the plan should be five years (2001-2006). The plan should be periodically reviewed and updated as needed, but at least once each year.

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified underperforming student groups. Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.

The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current

educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports http://www.cde.ca.gov/ta/ac/ap
- Standardized Testing and Reporting (STAR) data http://www.cde.ca.gov/ta/tg/sr
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - http://www.ede.ca.gov/sp/el/t3/acet.asp
- AYP Reports http://www.cde.ca.gov/ta/ac/ay

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS)—school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS)—district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment—to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at http://www.cde.ca.gov/ta/lp/vl/improvtools.asp.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For district-operated programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For school-operated programs, summarize those same elements from approved Single Plans for Student Achievement.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at http://www.ede.ea.gov. The Consolidated Application provides funding for district-operated programs (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for school-operated programs (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

PLANNING CHECKLIST FOR LEA PLAN DEVELOPMENT

(Optional)

√	LEA Plan - Comprehensive Planning Process Steps
X	1. Measure effectiveness of current improvement strategies
X	2. Seek input from staff, advisory committees, and community members.
X	3. Develop or revise performance goals
X	4. Revise improvement strategies and expenditures
X	5. Local governing board approval
¥	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

Check ($\sqrt{}$) all applicable programs operated by the LEA. In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs		
X	Title I, Part A	X	EIA – State Compensatory Education	
	Title I, Part B, Even Start	X	EIA – Limited English Proficient	
	Title I, Part C, Migrant Education		State Migrant Education	
	Title I, Part D, Neglected/Delinquent	X	School and Library Improvement Block Grant	
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs	
x	Title II, Part D, Enhancing Education Through Technology		Educational Equity	
X	Title III, Limited English Proficient			
X	Title III, Immigrants	X	Gifted and Talented Education	
X	Title IV, Part A, Safe and Drug-Free Schools and Communities	X	Tobacco Use Prevention Education (Prop 99)	
X	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program	
	Adult Education	X	School Safety and Violence Prevention Act (AB1113, AB 658)	
	Career Technical Education		Tenth Grade Counseling	
	McKinney-Vento Homeless Education		Healthy Start	
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)	
	21 st Century Community Learning Centers	X	Other (describe): Targeted Instruction Block Grant	
	Other (describe):			
	Other (describe):	Х	Other (describe): After School Education and Safety Program (ASESP) Grant	

ESTIMATED DISTRICT BUDGET FOR FEDERAL PROGRAMS 2009-10 2011-2012

Please complete the following table with information for your district.

Programs	2010-2011 2011-2012	2010-2011 2011- 2012*	2010-2011 2011-2012	2010-2011 2011- 2012
Č	District Carryovers	District Entitlements (Estimated)	Direct Services to Students at School Sites (\$)	Direct Services to Students at School Sites (%)
Title I, Part A	7,000	92,092	89,329	97%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	0	27,075	26,263	97%
Title II, Part D, Enhancing Education Through Technology	0	916	916	100%
Title III, Part A Limited English Proficient	0	1049	1049	100%
Title III, Immigrants	0	630	630	100%
Title IV, Part A, Safe and Drug-free Schools and Communities	0	1485 Eliminated	1485 N/A	100% N/A
Title V, Part A, Innovative Programs – Parental Choice	0	Eliminated	N/A	N/A
Adult Education				
Career Technical Education		·		
McKinney-Vento Homeless Education				
IDEA, Special Education	0	50,154	50,154	100%
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	7,000	174,481 172,996	170,906 169,421	99%

^{*}These allotments may change when the federal budget is adopted in 2010-2011 2011-2012.

ESTIMATED DISTRICT BUDGET FOR STATE PROGRAMS 2008-09 2011-2012

Please complete the following table with information for your district.

	0010 1011	00101011	2010 1011	1 2010 10112011
~ .	2010-1011	2010-1011	2010-1011	2010-1011 2011-
Categories	2011-2012	2011-2012*	2011-2012	2012
	District	District	Direct Services	Direct Services
	Carryovers	Entitlements	to Students	to Students
			at School	at School
		***************************************	Sites (\$)	Sites (%)
	0	52,929	49,753	94%
EIA – State Compensatory Education				
EIA – Limited English Proficient	0	32,442	32,442	100%
State Migrant Education				
School and Library Improvement Block Grant	. 0	24,137	24,137	92%
Child Development Programs				
Educational Equity	10.5	10.60	10.63	1000
Gifted and Talented Education	1374	4360	4360	100%
Girled and Talefred Education	0	129,538	129,538	100%
IDEA, Special Education	Ÿ.	122,550	127,550	10070
	θ	227	227	100%
Tobacco Use Prevention Education (Prop. 99)	-			
High Priority Schools Grant Program (HPSG)				•
School Safety and Violence Prevention Act (AB 1113)	0	8462	8462	100%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)	0	289,497	266,337	92%
Targeted Instruction Block Grant	0	5835	5835	100%
 Art & Music Block Grant After School Education and Safety Grant 	0	79,650	79,650	100%
TOTAL	1374	627,077 626,850	600,741 600,514	98%

^{*}These allotments may change when the state budget is adopted in 2010-2011 2011-2012.

Part II: The Plan

Beginning in the 2007-08 school year, the CDE no longer required school districts to submit their updated LEA plans to the state for review. However, school districts are required to update their plans annually with input from advisory committees such as the School Site Council and the English Learner Advisory Committee. The plans must then be reviewed and approved by the local school board and made available to the CPM review team on request.

In developing the LEA plan, staff, the SSC members reviewed its demographics, test results, performance, and financial resources to determine strengths and things to improve. The goal: to facilitate accountability for improving student academic acheivement, teacher quality and school safety.

THREE NEEDS ASSESSMENTS Students Academic Achievement, Teacher Quality, School Safety

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving student academic performance, teacher quality, and school safety. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Student Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

 teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and o principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a) (1) (A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/ehks-survey.html.

1. NEEDS ASSESSMENT: STUDENT ACADEMIC ACHIEVEMENT

Standardized Testing and Reporting (STAR) Data

The STAR California Content Standards assessment results for students in the *Sausalito Marin City School District* for the past three years:

Percentage of students attaining STAR Proficiency or higher in 2008 at Bayside & MLK:

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Eng/LA	25%	6%	60%	36%	40%	38%	29%
Math	8%	63%	90%	18%	27%	8%	21%
Algebra	n/a						

Percentage of students attaining STAR Proficiency or higher in 2009 at Bayside & MLK:

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Eng/LA	50%	25 %	25%	41%	NA*	31%	34%
Math	47%	92 %	48%	50%	NA*%	General Math 17%	0 %
Algebra	n/a	n/a	n/a	n/a	n/a	Algebra 3 students 100%	Algebra 12 students 16%

^{*}NA=Number not reported – statistically insignificant

Percentage of students attaining STAR Proficiency or higher in 2010 at Bayside & MLK:

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Eng/LA	41%	17%	80%	34%	17%	47%	41%
Math	56%	34%	100%	8%	33%	General Math 10 students *	General Math 4 students *
Algebra	n/a	n/a	n/a	n/a	n/a	Algebra 5 students *	Algegra 13 students 46%

*numbers too small to be statistically significant

Source: http://star.cde.ca.gov/STAR2010/

NUM	IBER OF ST	TUDENTS A	AT EACH G	GRADE WH	о тоок т	HE CST IN	2008
Grade	2	3	4	5	6	7	8
# Students	11	12	11	11	13	21	5

NUM	BER OF ST	TUDENTS A	AT EACH G	RADE WH	О ТООК Т	HE CST IN	2009
Grade	2	3	4	5	6	7	8
# Students	17	12	12	12	9	12	14

NUM	BER OF ST	FUDENTS A	AT EACH G	GRADE WH	О ТООК Т	HE CST IN	2009
Grade	2	3	4	5	6	7	8
# Students	18	12	12	12	9	16	12

Academic Performance Index (API) and Adequate Yearly Progress (AYP)

Bayside Elementary School	-	2007-	-200		2	2008				2009-	2010)
Academic Performance Index (API)	T											
State	Base	Growth	Base	Growth	Base	Growth	Difference	Met Target	Base	Growth	Difference	Met Target
School wide	808	734	73	773	731	773	42	Y	773	763	-10	N
African American	Ī		İ								********	
American Indian / Alaskan Native	Π											
Asian												
Filipino												
Hispanic / Latino	Ī	T										
Pacific Islander												
White (not of Hispanic Origin)	I	<u> </u>										
Socioeconomically Disadvantaged	Ī											
English Learners	777	795	18	Y	734	781	47	Y	781	755	-26	N
Students with Disabilities	Ī	 										
Adequate Yearly Progress (AYP)		T	=	+-		Τ,	_		=	T	.	
English Language Arts	sien	:	a 110	ien	<u>tio</u>		1010	terii	ıtio	1 .5		teri
	% Proficient	% .	ғагисірацоп	% Proficient	% Participation	. 0.00		Met Criteria	% Participation	. Droffeient		Met Criteria
Federal	<u>.</u>			o Pr	arti	ء ا		let	arti	ءُ ا		let
	Ľ			,								
School wide	Y	1	Y	Y	Y		/	Y	Y	1	\perp	Y
African American												
American Indian / Alaskan Native												
Asian												
Filipino												
Hispanic / Latino												
Pacific Islander												
White (not of Hispanic Origin												
Socioeconomically Disadvantaged												
English Learners												
Students with Disabilities											\perp	
Adoquata Vanely Deagrage (AVD)		T				T	T			Ţ	T	
Adequate Yearly Progress (AYP) Mathematics	ient	%	1011	oficient	ient	% Participation		ient	tion	1		iria
Manichalics	oficient	%	cipari	offci	oficient	2		ofici	% cipat	·		rite
Federal	ية	"		ایت	% Pro	1		% Proficient	% Participation			Met Criteria
× 5,45,41.	%	ءُ		%	%	ď	-	%	P	8		M
School wide	Y		7	Y	Y	1		Y	Y	Y		Y
African American						\bot	\prod					
American Indian / Alaskan Native											T	
Asian						$oldsymbol{oldsymbol{oldsymbol{oldsymbol{\Gamma}}}$					$_{oldsymbol{\bot}}$	
Filipino												
Hispanic / Latino												
Pacific Islander						T						
White (not of Hispanic Origin												
Socioeconomically Disadvantaged		T				T	T					
English Learners						T						
Students with Disabilities		1				T					\top	

Martin Luther King, Jr. Academy		2007	-200	8		2008	-2009	9	:	2009	2010)
Academic Performance Index (API)				T								
State	Base	Growth	Difference	Met Target	Base	Growth	Difference	Met Target	Base	Growth	Difference	Met Target
School wide	638	681	43	Y	682	709	27	Y	706	730	24	Y
African American		T	1		İ							
American Indian / Alaskan Native												
Asian												
Filipino												
Hispanic / Latino												
Pacific Islander												
White (not of Hispanic Origin)		1										
Socioeconomically Disadvantaged		1	1									
English Learners		†	1									
Students with Disabilities			1									
Adequate Yearly Progress (AYP)		<u> </u>				Т.		<u> </u>	_	П.	. T	
English Language Arts	į		ie l	tion	ie n			ienı	tion			eria
	% Participation		% Proficient	," Participation	% Proficient	% .	rarucipation	% Proficient	% Participation	, D. 15.		Met Criteria
Federal	Ī		T	arti	4			Pr	arti	ءُ ا		let (
	ء م		8	Ь	%			%				
School wide	Y		Y	Y	Y)	7	Y	Y)	7	Y
African American						T						
American Indian / Alaskan Native												
Asian												************
Filipino												
Hispanic / Latino												
Pacific Islander												
White (not of Hispanic Origin		\top										
Socioeconomically Disadvantaged		1										
English Learners										1	-	
Students with Disabilities										1		
					!							
Adequate Yearly Progress (AYP)	u o		=	uo	Ħ		5	ii.	uo		 	. <u>æ</u>
Mathematics	% cipati		oficient	pati	oficient	%	E	ficie	% cipati	1 3		Criteria
Federal	% Participation	1	Pro	Participation	Pro	% Dorreioination	1	% Proficient	% Participation	O. Droffoient		Ü
reaerai	E		8	Pai	% Pr	å	Ē	%	Pan	8	₹	Met
School wide	-	+-,	Y	Y	Y	+	, 	Y	Y	+	,	Y
African American		_	-			+-'	-	-	-	+-	\dashv	
American Indian / Alaskan Native		+	\dashv			+	\dashv		 -	+	-	
Asian		\dashv				+	\dashv		 -	+	$\neg \vdash$	·····
Filipino		+	_			+	\dashv			+	-	
Hispanic / Latino		+			<u> </u>	+-				+	+	
Pacific Islander	I	+-	-+		<u> </u>	+	$\neg \vdash$		l	+	+	
White (not of Hispanic Origin		+				+-	\dashv			+	+	
Socioeconomically Disadvantaged		\dashv	\dashv			-			\vdash	+	+	
English Learners		\dashv				+-				+	\dashv	
Students with Disabilities		+-				+			-	+-		
oracino with Disabilities	I				L							

Five-year Comparison of the Academic Performance Index

	2006	2007	2008	2009	2010
Bayside	782	808	731	773	763
MLK	641	638	681	709	730

Bayside Elementary School California English Language Development Test (CELDT)

	2006-2007	2007-2008	2008-2009	2009-2010
Grade K - Number of Students	5	3	14	9
Beginning	l	0	0	2
Early Intermediate	4	1	0	0
Intermediate	0	2	0	7
Early Advanced	0	0	4	0
Advanced	0	0	10	0
Grade 1 - Number of Students	2	3	3	14
Beginning	0	1	0	0
Early Intermediate	0	0	0	0
Intermediate	0	0	1	3
Early Advanced	2	2	0	0
Advanced	0	0	2	11
Grade 2 - Number of Students	2	2	6	3
Beginning	0	0	0	0
Early Intermediate	0	0	0	0
Intermediate	2	1	3	1
Early Advanced	0	1	0	0
Advanced	0	0	3	2
Grade 3 - Number of Students	I	1	2	5
Beginning	0	0	0	0
Early Intermediate	0	0	0	1
Intermediate	1	1	2	1
Early Advanced	0	0	0	1
Advanced	0	0	0	2
Grade 4 - Number of Students	I	2	2	2
Beginning	0	0	0	0
Early Intermediate	0	0	0	0
Intermediate	1	1	0	2
Early Advanced	0	0	2	0
Advanced	0	1	0	0
Grade 5 - Number of Students	0	1	1	2
Beginning	0	0	0	0

Early Intermediate	0	0	0	0
Intermediate	0	1	l	0
Early Advanced	0	0	0	1
Advanced	0	0	0	1

Description of Bayside Elementary School Academic Achievement Data

The 2008–2009 2009-2010 Academic Performance Index (API) increased decreased by 10 points from 731 to 773 to 763, which is 42 points higher than the 2007–08 API. All Bayside students met the Adequate Yearly Progress (AYP) requirements for participation and the percentage of students proficient in English language arts and mathematics for the seventh eighth consecutive year. The percentage of students testing proficient or advanced in English language arts on the spring 2009 2010 CST: Grade 2: 50% 41%: Grade 3: 25% 17%%; Grade 4: 25% 80%; and Grade 5: 41–34%. The percentage of students testing proficient or advanced in mathematics on the spring 2009 CST: Grade 2: 47% 55%; Grade 3: 97 34%; Grade 4: 48–100%; and Grade 5: 50 8%. Numbers taking the CST in the spring of 2009 2010: Grade 2: 18 22 students; Grade 3: 12 18 students; Grade 4: 12 15 students; and Grade 5: 12 12 students

The enrollment of English learners at Bayside and MLK has more than doubled in the past five years, from 14 students in the 2006-2007 school year to 31 students in the 2010-2011 school year. As reported on the Spring 2011 Language Census (R30-LC) these 31 students represent six different languages. Twenty-two of the thirty-one students have Spanish as their home language as reported on the home language surveys parents completed when their student was enrolled. All written home/school communication is now provided in both English and Spanish. There is an English Language Advisory Committee (ELAC) at Bayside.

According to CELDT results and school records, the majority of the English language learners (ELS) are reclassified to fluent English proficient (FEP) by the time they leave seventh grade. Re-classified students are monitored for a minimum of two years until they score proficient or advanced on two different CST Language Arts tests.

The Student National Origin Report (SNOR) in Spring 2011 indicated that there were five immigrant students enrolled between Bayside and MLK. This number is an increase from the one immigrant student reported on the SNOR in the Spring 2007 report for the 2006-2007 school year.

Analysis of the Bayside Elementary School Student Academic Achievement Data

<u>Note</u>: Bayside is identified as a small school. As a result, available data must be interpreted with great caution since the scores of very few students could "skew" the results.

Bayside Elementary School has met the Academic Performance Index (API) targets for four five of the past five-six years for the numbers of students participating; and four of the past six years for as well as proficiency levels in mathematics and language arts. The 2008-2009 2009-2010 API of 773 763 is above the norm for the state although it is below the norm for Marin County.

There is not a significant gap between our highest and lowest performing subgroups, with the exception of our students with special needs.

The data shows the percentage of students testing proficient or advanced in English language arts on the spring 2008 2009 CST to be: Grade 2: 50 41%; Grade 3: 25 17%; Grade 4: 25 80%; and Grade 5: 44 34% Numbers taking the CST in the spring of 2008: Grade 2: 17 22 students; Grade 3: 12 18 students; Grade 4: 12 15 students; and Grade 5: 12 students. Students in five grades took the CST and, with the exception of fourth grade students, fewer than half of the student at each level scored proficient or advanced in English language arts.

In the 2008-09 2009-2010 school year, 25 32 of the 28 39 English Learners were enrolled in the primary grades: 14 9 in K, 3 14 in grade 1, 6 3 in grade 2, 2 6 in grade 3. There were 2 4 English learners in grade 4 and 1-3 English learners each in grade 5. and 6 (the last year 6th grade was on the Bayside Elementary School campus). By June 2009-2010, 3-5 of the 28-39 students were reclassified from Limited English Proficient (LEP) to Fluent English Proficient (RFEP) based on their California English Language Development Test (CELDT) scores, the Student Oral Language Observation Matrix (SOLOM) and their classroom academic performance. Reclassification occurs at a Language Appraisal Team meeting in consultation with the parents, teacher and the principal.

In 2009 2010, the total English learner population increased from 28 to 37 with 8 English learners enrolled in K, 13 in grade 1, 3 in grade 2, 6 in grade 3, 4 in grade 4 and 3 in grade 5. These students come from families where English is the second language. Based on CELDT scores, 2 Bayside English Learners were reclassified from LEP to RFEP using the Language Appraisal Team Meeting process.

Second language issues cannot be attributed to the lower English language arts achievement with any pattern.

The percentage of Bayside students testing proficient or advanced in mathematics on the spring 2009-2010 CST: Grade 2: 47 55%; Grade 3: 92 34%; Grade 4: 48-100%; and Grade 5: 50 8 %. Numbers taking the CST in the spring of 2009-2010: Grade 2: 18-22 students; Grade 3: 12 18 students; Grade 4: 12 15 students; and Grade 5: 12 students. The data shows that a higher percentage of students in grade 3 4 (92%) tested proficient or advanced on the mathematics portion of the test than students in grades 4 3 (48 18%), and 5 (18 8%) The high mobility rate may contribute to the decline in the mathematics test scores as students move through the grades.

<u>Note:</u> MLK is identified as a small school. As a result, available data must be interpreted with great caution since the scores of very few students could "skew" the results.

The 2009-2010 Academic Performance Index (API) increased by 21 points to 730 from 709, continuing upward trend of the past three years. The 2008-09 API increased from 681 in 2007-08 to 709 in 2008-09, a gain of 28 points. MLK Academy met its API goal as well as Adequate Yearly Progress (AYP) requirements for participation and proficiency on the STAR/CST assessments.

Analysis of Martin Luther King, Jr. Academy Academic Student Achievement Data

MLK Academy has met the Academic Performance Index (API) target for two of the past three years. There was a 43 point gain on the API in the spring of 2008 and a 28 point gain in the spring of 2009. MLK Academy has met its school-wide AYP target for the past 4 years.

The data, while statistically insignificant, does suggest that fewer than half of the students are working at the proficient or advanced levels in English language arts and mathematics. fewer students in grades 7 and 8 test proficient or advanced in English language arts and mathematics than students in grade 6 and at the elementary feeder school. Since only one English Learner was enrolled at MLK Academy in 2007-08 2009-10 second language issues cannot be attributed to the lower English language arts achievement in grades 7 and 8. However, the mobility rate may contribute to the decline in test scores in both English language arts and mathematics at the middle school.

2. NEEDS ASSESSMENT: PROFESSIONAL DEVELOPMENT; HIRING TEACHER QUALITY

All district teachers are highly qualified under NCLB and all have CLAD or equivalent certification. Currently NCLB certification as well as CLAD or equivalent are required for employment. All paraprofessionals are NCLB certified. Hiring practices are consistent with the NCLB guidelines for certificated and classified staff. Openings for certificated and classified staff are advertised on the school and county website and on Craig's List.

It is the policy of the SMCSD to notify parents by letter should their child be taught four or more consecutive weeks by a teacher who is not highly qualified. Low-income and minority students are not taught at higher rates by unqualified, out-of-field, or inexperienced teachers as are other students.

Professional development is a high priority in the SMCSD. Teachers have completed the publisher provided training for the Open Court Reading Program, the district's adopted reading/language arts program for grades K-6, as well as AB466 training. The principal has completed the AB 430 Administrator Training Program for reading/language arts. District teachers have received ongoing training in mathematics (Silicon Math Initiative) and in writing from the county sponsored Marin Teaching Network (MTN). Since the fall of 2006, staff at Bayside and MLK has received ongoing training in instructional strategies to differentiate instruction to meet students' academic needs as well training in the BEST program to promote school safety. Teachers at both schools received initial training in the Step Up to Writing program during the 2007-08 school year. This training is ongoing. Teachers also received Anti-Bully training in 2007-08 and Second Step training in 2009-10. In addition, teachers have received training in Data Director, a system to monitor student performance with the purpose of making informed instructional decisions to target instruction to student's specific needs.

Certificated and classified staff are surveyed annually about their staff development needs. A leadership team composed of the principals and representatives from both schools meet regularly

to plan staff development activities based on the staff surveys as well as ongoing teacher assessments of students' academic performance.

3. NEEDS ASSESSMENT: SCHOOL SAFETY

Emergency Preparedness Plans

The California Department of Education requires school districts to implement and maintain a comprehensive emergency and disaster preparedness plan. Sausalito Marin City School District has updated the emergency preparedness plan for Bayside Elementary, Martin Luther King, Jr. Academy and Willow Creek Academy. Students and staff participate in emergency drills. Each site has a specific plan designed for their school. The district wide plan combines all three sites into one binder. Every employee is issued a copy of the plan specific to the site where they work. All binders are collected at the end of the school year for updating and are redistributed at the beginning of the next school year.

Student Behavior and Discipline Related to School Safety:

In odd number years, beginning in 2003 students in grades 5 and 7 take the *California Healthy Kids Survey* (CHKS) and all staff are strongly encouraged to participate in the voluntary School Climate Survey (SCS) at the same time. The first CHKS was administered in May 2003. An analysis of the surveys given in 2003 and 2005 led to implementation of the BEST, PARTNERS and Positive Action programs. In addition a Wellness Program that incorporates physical education along with tobacco and drug prevention education (TUPE) was implemented in the fall of 2006 to further strengthen the school climate.

The numbers of students and staff participating in the May 2007 and March 2009 California Healthy Kids Survey (CHKS) and School Climate Survey (SCS) were too small to be statistically significant. Funding for the Tobacco and Drug Prevention Education (TUPE) was discontinued as of June 30, 2010. Therefore administering the CHKS is no longer required by the state. Since our participation rate was so low, data from the CHKS was not useful and we chose not to continue administering the CHKS using other district funds.

During the spring of 2007 the Director of Special Education did an analysis of the 2006-07 suspension data and found that students at Bayside and Martin Luther King, Jr. Academy are most often suspended for disruptions in class and defiance of authority. Threats and acts of aggression are also high frequency behaviors that result in suspension. It is important to note that there were no campus incidents that involved drugs or alcohol and there were not any acts of aggression that resulted in serious bodily harm.

The 2006-07 suspension data also indicates that a few students are responsible for generating a disproportionate number of behaviors that require suspension. At Bayside Elementary, four students created 37% of the 84 suspendable incidents. At MLK Academy, two students were responsible for 28% of the 75 suspendable incidents. Based upon the suspension data, our schools are safe and secure. Suspension data in subsequent years through June 2010 shows a

similar pattern. Fighting and disrespect of authority are the basis for the majority of suspensions.

The number of suspensions went up from 53 in 2007-08 to 90 in 2008-09. There was one expulsion recorded on the California Department of Education Dataquest website, although school records show that 2 students were expelled during the 2007-08 school year. One student was expelled in the 2008-09 school year. No students were expelled during the 2009-2010 school year.

After The data shows an increase in the number of suspensions during 2008-09, the number of suspensions began to decline which we believe is the result of more consistent implementation of the BEST program, followed by implementation of the Second Step program which supports BEST. With more consistent expectations for all students as well as consequences for inappropriate behavior, the number of suspensions declined at both Bayside and MLK in the 2009-2010 school year. When responding to the annual Parent Questionnaire, the majority of parents respond that their student "always" or "usually" feels safe at school. Most parents also report that their student is "always" or "usually" able to solve conflicts without physical fighting. Based upon the suspension data, and parent feedback, our schools are safe and secure.

We completely updated our district disaster preparedness plans throughout in 2008 and continue to work with staff as to their roles during any emergency. Practice emergency drills are held so that students and staff are familiar with the safety procedures.

The Sausalito Marin City School District Planning Process

The initial LEA Plan was developed during the 2003-04 school year. Two staff development meetings during the 2003-04 year were devoted to discussing the requirements of No Child Left Behind during its initial development. In June 2004, a team of two administrators and three teachers attended the Bay Area School Reform Collaborative (BASRC) Best Practices Institute and identified the key areas for improving student achievement in math for 2004-05 and the BASRC Action Plan was the focus for the 2004-05 staff development. The staff is surveyed every spring as to their professional needs and goals. A Site Leadership Team composed of the principal, 5 teachers and a district office administrator was established during the 2004-05 school year and continues to meet monthly. The responsibilities of this team are to assess instructional needs and to plan staff development.

A "cycle of inquiry" is used by the staff and SSC to implement state and federal laws. At the beginning of each school year achievement and demographic data is reviewed along with parent and staff surveys. Weaknesses in student achievement are identified and improvement goals are selected. Funding is allocated to target the identified areas of improvement. Throughout the school year, achievement data is reviewed, parent input is solicited in a variety of ways including: Annual Title I meeting, parent/teacher conferences, Parent Teacher Student

Association (PTSA) meetings, School Site Council (SSC), English Language Learner Advisory Committee (ELAC) meetings, parent surveys. School plans are modified as needed. The process is ongoing throughout the year and from one year to the next.

The LEA Plan has been updated annually since its initial development in the 2003-04 school year. This updated LEA Plan is a summary of the needs assessments and performance goals written in the Single Plans for Student Achievement at Bayside Elementary School and MLK, Jr. Academy and approved by the School Site Council.

District Profile

District Vision Statement - Approved by the School Board at a special Board meeting on May 16, 2009

The Vision of the Sausalito Marin City School District: All Students are academically and socially prepared to compete and be successful at each grade level.

District Goals

- Significant Student Achievement
- Effective Learning and Working Climate
- Clear Communication and Information Systems
- Shared Leadership and Professional Development
- Balanced Budget Reflective of District Goals and Objectives

OVERVIEW

The Sausalito Marin City School District is an elementary (K-8) district drawing its student population from Sausalito and Marin City. The District has two traditional school campuses: Bayside Elementary and Martin Luther King, Jr. Academy and one K-8 charter school. Martin Luther King, Jr. Academy was established as a separate 7-8 school in the fall of 1999 to offer students a learning environment that would best meet the unique needs of this age group. Beginning in September 2009, Bayside will become became a K-5 school and Martin Luther King, Jr. Academy will become became a 6-8 middle school. A newly constructed middle school was opened in January 2010.

In the 2007-08 school year Bayside had a total of 14 students with a primary language other than English; MLK had one student with a primary language other than English. The fall CBEDS indicated that the EL population more than doubled by the 2009-2010 school year to 30 39 students, although by the time the R30-LC (language census report) was submitted to the state in March 2010, the EL enrollment had declined to 32. There was one EL student at MLK in the 2009-2010 school year.

Over 90% of the students receive free or reduced-price breakfast and lunch. Based on this data, the district operates a school wide Title I program. Private school officials are notified annually

of the opportunity to participate in Title I services according to the NCLB regulations. As of the end of the 2009-2010 school year, private schools have declined this opportunity.

SMCSD students attend high school in the Tamalpais Union High School District.

The October 2007 CBEDS report showed that these two schools had a total of 126 students enrolled (98 at Bayside and 28 at MLK). The October 2008 CBEDS showed that the two district schools had a total of 171 (123 at Bayside and 48 at MLK). The majority of the students (over 70%) are African American. The second largest ethnic group is Hispanic (approximately 27%). The remaining 13% of the students represent four ethnic groups: Pacific Islander, Asian, Filipino and White.

The October 2009 CBEDS report showed the combined enrollment at Bayside and MLK to be 170. Of these, 54% were African American, 24% were Hispanic/Latino, 6% Asian. The remaining 16% represented American Indian, Filipino, Pacific Islander, White, not Hispanic and undeclared ethnicity.

The Student National Origin Report (SNOR) submitted to the CDE in the spring of 2010 indicated that the district had two immigrant students: one from Vietnam and one from Guatemala. The number of immigrant students increased to five at Bayside in the 2010-2011 school year. Countries represented: Dominican Republic, Guatemala, Mexico and the Phillipines. No immigrant students were enrolled at MLK in the 2010-2011 school year.

Academic Program

The Sausalito Marin City School District employs 12 teachers, a part-time music professional, an art teacher, a social worker and a part-time certified nurse. The district operates a school-wide Title I program. Special education and counseling services are provided for students with special needs. A GATE program for gifted and talented students is offered in grades 4-8. Through partnerships with The Headlands Institute, Marin Community Foundation, the Milagro Foundation, the Point Bonita Science Project and Youth in Arts, the District schools are provided with enrichment programs in the visual and performing arts and the sciences. The District also offers an after school intervention and enrichment program for all students grades K-8 that is funded by an *After School Education and Safety Program (ASESP)* grant. This grant provides a wide variety of support for students including intervention, enrichment and homework support in the extended day program.

In order to improve student achievement and increase the numbers of students demonstrating proficiency or above in English/language arts and mathematics, the entire school district staff worked with an outside trainer during the 2006-2007 and 2007-08 school years to learn how to use data to make instructional decisions and to differentiate instruction to meet the needs of students with different levels of expertise. The training continued during the 2009-2010 under the direction of the district data analyst with a focus on Data Director. In addition, teachers have had training in how to use the Accelerated Math program to monitor students' performance on the California math standards test and to provide appropriate acceleration and/or remediation. The majority of teachers have had training in the Step-Up-to-Writing program.

Other strategies to improve student achievement are the implementation of the GEAR-UP and AVID programs and the addition of an algebra class at MLK beginning in the fall of the 2006-07 school year. Specific individual and small group intervention in reading is provided for low-performing K-5 students in language arts. A Child Study Team suggests interventions before referral for Special Education Assessment, and a grant from the Marin Community Foundation supports a behavior intervention program.

After School Program

The district operates an After School Education and Safety (ASES) Program for students in grades K-8. The program includes:

- 1. An educational and literacy component in which homework assistance in language arts and mathematics is provided. It may also include history/social science, computer training and science.
- 2. An enrichment component which may include, but is not limited to, fine arts, career education, recreation, physical fitness and prevention activities.
- 3. A nutritional component with snacks provided that conform to state nutrition standards.

English Learners

At the time of registration, parents/guardians complete a Home Language Survey (HLS). If a language other than English is spoken in the home, students are given the California English Language Development Test (CELDT) to assess the student's competency in speaking, listening, reading and writing English. Based on the results of the CELDT students are classified as Fluent English Proficient (FEP) or Limited English Proficient (LEP).

The CELDT is hand scored for *all students new* to the district to quickly determine the student's competency in English language arts. The preliminary results are used for tentative instructional placement. Within the first month of school, a meeting or conference is held with the parents of new students to explain the instructional program available for their student and the exit criteria. Parents have the option to accept placement in the district's program for English learners or to decline such placement.

In addition, students new to the district are given a survey to determine their competency in speaking, listening, reading and writing in their home language. Where there are 10 or more students speaking the same language, the student is assessed in his/her primary language. When there are fewer than 10 students speaking the same language, an informal primary language assessment is made by interviewing the parent/guardian, permission granted by the California Department of Education using the waiver process.

Each previously identified English learner is annually assessed with the CELDT for English language development proficiency. Students meeting the exit criteria are considered for reclassification from limited English proficient (LEP) to fluent English proficient (FEP). The decision to reclassify a student is made at a Language Appraisal Team Meeting involving the teacher, parent/guardian, and principal/designee. The purpose of this meeting is to determine if the student will be successful in the general education program. Students who are reclassified as

FEP are monitored for two years to ensure they are making adequate progress in the instructional program as measured by their performance on the California Standards Test (CST).

Academic instruction for English learners is developed and implemented to ensure that English learners meet the district's content and performance standards for their respective grade levels in a reasonable amount of time. English learners also receive focused instruction in English language development (ELD) for 20-30 minutes daily. Teachers use the *California English Language Development Standards and Benchmarks* to guide instruction in English grammar and vocabulary and to monitor student's learning.

Teachers assigned to provide English language instruction for English learners are appropriately authorized. Hampton Brown materials have been purchased for each grade. These materials support the ELD instructional program. Students' progress in developing English proficiency in speaking, listening, reading and writing is assessed regularly using a variety of assessments that include, but are not limited to, the Student Oral Language Observation Matrix (SOLOM) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Spanish is spoken by at least 15 percent of the students in the district. Therefore the student information booklet, notices, reports, statements and/or records are provided in both English and Spanish.

Bayside Elementary School has a functioning English Learner Advisory Committee (ELAC) because there are more than 21 English learners enrolled in the school. Members are elected by parents/guardians of English Learners. The ELAC receives training to assist them in carrying out their legal responsibilities.

Health Education

Health education for fifth grade students focuses on puberty and is delivered by the district nurse. Prior to classroom instruction, parents receive notification that includes the place and time the instructional materials can be viewed and an option for their student to be excused from participating in this curriculum.

HIV/AIDS prevention is the focus of health education delivered annually to seventh and eighth grade students. Parents are notified that the district provides this curriculum in the *First Day Packet* that is given to each family annually. Prior to classroom instruction, parents receive notification that includes the place and time the instructional materials can be viewed and an option for their student to be excused from this instruction.

Homeless Students and Homeless Liaison

It is the policy of the SMCSD to immediately enroll in school students who have no permanent physical address. The district provides homeless students access to education and other services necessary for these students to meet the same challenging standards as other students. In addition to participation in all academic programs for which the student is eligible, services may

include transportation, nutritional meals, school supplies as well as referrals to health, dental, and mental health services.

The administrative assistant at Bayside serves as the homeless liaison for both Bayside and MLK schools. The homeless liaison works with the school staff, community members, local shelters and county officials to identify students who may qualify for services under the federal McKinney-Vento Act and California State law. The homeless liaison maintains records and submits reports to the county as required.

Parents and community members are notified of the availability of services to homeless students through posters displayed in the school and district offices and through the *First Day Packet*, under the heading "Education for Homeless Children," that is provided to all families. The *First Day Packet* is also on the district website at www.saussalitomarincityschools.org. Parent notifications are in both English and Spanish.

Parent Involvement

There are many ways for parents to become involved in their student's school.

At the beginning of the school year, parents receive a copy of *The First Day Packet* which contains information about student rights and responsibilities with regard to education and behavior at school. The school-parent compact is part of the student information booklet, "*First Day Packet*," that each family receives at the beginning of the school year. The school-parent-student compact outlines how parents, school staff and students will share the responsibility for improved student academic achievement.

The annual Title I meeting is held shortly after the start of school each year. At this meeting parents receive information about students' academic performance and opportunities to become involved. At Back-to-School Night, also held in September, teachers explain the instructional programs for their grade. Parents are provided with a booklet containing the key academic standards for reading/language arts, math, science, and history/social science. Parent/teacher conferences assist parents in understanding academic content and assessments and how to monitor and improve the achievement of their children. Report cards and progress reports are another say parents are informed of their student's academic progress throughout the year.

Parent involvement policies are a component of the district's outreach to parents. Bayside and MLK each has a separate parent involvement policy. Both were updated, in consultation with parents, in the spring of 2010. In addition there is a district parent involvement policy. These policies contain information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA) for schools receiving Title I, Part A funds.

The policies may be found on the school website <u>www.sausalitomarincityscools.org</u>/resources. Hard copies of the plans are available on request in the school office and in the district office.

A district social worker is employed by the district. Duties of this individual include parent outreach and maintaining a parent room on the MLK campus. The district social worker

coordinates many activities to encourage and involve the parents in their student's education. Opportunities for parents to participate at the schools include parenting workshops and family literacy and math nights as well as GEAR UP! workshops to inform parents of college opportunities and the importance of beginning college preparation early. These activities provide materials and training to help parents work with their children to improve their children's achievement. Parents may participate in the Parent-Teacher-Student Association (PTSA).

In addition, parents are encouraged to take on leadership roles by becoming involved in school decisions as members of the School Site Council (SSC) and/ or the English Language Advisory Committee (ELAC).

All written information is provided to parents in both English and Spanish. A Spanish translator is available to assist at parent meetings.

Physical Education

The SMCSD provides instruction in physical education to all district students by teachers who hold appropriate teaching credentials issued by the Commission on Teacher Credentialing. Paraprofessionals only provide assistance to the teacher who is in charge of lesson design, delivery and assessment.

Students receive instruction in coeducational classes according to the state mandated minimum instructional minutes: 200 minutes of instruction every ten days for students in grades K-5 who attend the elementary school and 400 minutes of instruction every ten days for students in grades 6-8 who attend the middle school.

The SMCSD participates in the California Physical Performance Testing program by administering the California Physical Fitness Performance Test (FITNESSGRAM) to each student in grades five and seven during the months of February, March, April or May. Results are submitted to the California Department of Education.

Private School Participation in Title I Services

The district follows the guidelines in No Child Left Behind (NCLB) Section 1120, Title I, Part A - "Title I Services to Eligible Private School Children Non-Regulatory Guidance" (10/17/03), which states: "Annually, districts must contact officials of private schools with children who reside in the district attendance area regardless of whether the private school they attend is located in the district."

Private schools in the Sausalito and Marin city are contacted along with the private schools located in Mill Valley, the only school district with which the SMCSD shares a border. Consultation meetings are held with private school officials who indicate an interest in participating in the district's Title I services. These meetings are held before any decisions are made that would affect the opportunities of eligible private school children to participate in Title I services.

At the initial consultation meeting all items listed Under §200.63 of the Title I regulations are addressed and, at this meeting, the private school official(s) decide whether or not they wish to proceed with the requirements for participating in the SMCSD Title I program services.

Should eligible private schools choose to participate in the district's Title I services, the LEA will provide equitable educational services and benefits to address the needs of eligible school students, their teachers and their families. The district will maintain control of the funds and any equipment and books purchased to provide service to qualifying students attending private schools. Consultation meetings will continue throughout the school year with private school officials to monitor the implementation and assessment of Title I services.

Technology Vision and Goals

We recognize that the student of today must master technology systems to compete and thrive in the information society of the 21st century. The Sausalito Marin City School District is committed to integrating current and evolving technology into the fabric of our school values, practices and culture as a means of communication, research and problem solving. Therefore, the District is dedicated to providing our students and staff with the training and tools needed to excel in the world of today and tomorrow.

Key Technology Goals

Technology is a tool to enhance and improve student achievement, therefore:

- 1 All students will develop specific technological skills to enhance learning through curricular projects and activities
- 2 Information literacy skills are integrated throughout the curriculum to access and evaluate information, to solve problems and communicate effectively
- 3 The initial focus of staff development has been the acquisition of information literacy skills. The key objective now is to acquire the ability to integrate technology into the curriculum and to assist students in the creation of projects that require critical thinking
- 4. Technology is used to assess and monitor student progress and to streamline administrative tasks
- 5. Technology is used to achieve seamless communication between schools, district, parents and community. Therefore, parents and community are included in our technology education process
- 6. Our Technology Plan is designed to be flexible so that it will sustain modifications, additions and revisions without digressing from the stated goals and objectives

Background:

As California implements the No Child Left Behind (NCLB) Act of 2001, research-based practices with respect to technology will be included in the education technology competitive grants and will be encouraged in other NCLB grants as well. These guidelines will ensure that technology use is consistent with the State's strategies for improving student academic achievement through the effective use of technology in classrooms throughout the State,

including improving the capacity of teachers to integrate technology effectively into curricula and instruction.

As a condition for receiving any state or federal education technology funding, California will also require districts to develop or update their district technology plans in alignment with the State Board of Education's (SBE's) Education Technology Planning: A Guide for School Districts (http://www.cde.ca.gov/ls/et/rd/edtechguide.asp). These guidelines encourage districts to focus on using technology to improve student achievement and to develop the components of the technology plan, (including curriculum; professional development; infrastructure, hardware, technical support and software; funding and budget; and monitoring and evaluation) in such a way as to keep student achievement at the heart of the plan.

The SMCSD technology plan was updated in the fall of 2010 and includes all of the following requirements:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps SMCSD will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- A description of the curricula and teaching strategies that integrate technology, which are based on relevant research that is expected to lead to improvements in student academic achievement.
- A description of ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with education technology funds, including provisions for interoperability of components.
- A description of how the SMCSD will coordinate activities funded through education technology programs with technology-related activities supported with funds from other sources.
- A description of how the SMCSD will integrate technology into curricula and instruction and a time line for this integration.
- A description of how the SMCSD will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning technologies, particularly in areas that would

not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the SMCSD will use technology effectively to promote parental involvement and increase communication with parents.
- A description of how a variety of stakeholders from within the school district and the community-at-large will participate in the implementation and support of the plan.
- A description of the process and accountability measures that the SMCSD will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state academic standards.
- A description of the supporting resources, such as services, software, other electronically
 delivered learning materials, and print resources, that will be acquired to ensure
 successful and effective uses of technology.

The State of California Department of Education approved the Sausalito Marin City School District Technology Plan in spring, 2002 and it was updated and approved in 2005

The State of California Department of Education approved the SMSCS technology plan on February 16, 2011. This approval is good through June 30, 2014. The SMCSD Board approved the Technology Plan at its meeting on March 24, 2011.

Parent/Community Support and Involvement

Parents, community, business and service organizations support the academic and social development of our students. Parents participate in parent and school sponsored activities, assist in the classrooms, in the office and have an open invitation to attend training activities on Professional Development Days. The District also benefits from partnerships with the local Rotary Club which tutors our students weekly in the classroom.

During the 2006-07 school year parents at each school worked with staff and developed a school level Parent Involvement Plan. During the 2009-2010 school year a district level parent involvement plan was developed with the assistance of staff and parents. In addition, the Bayside and MLK parent involvement plans were completely revised. All three policies (plans) reflect the District Parent Involvement Board Policy 6020 and Administrative Regulations 6020 and were approved by the school board. These plans summarize how parents at Bayside and MLK wish to be involved with their students' educations and serve as guides for planning meaningful activities for parents and their students. The plans have been translated into Spanish and are posted on the school website at www.sausalitomarincityschools.org/resources. Parents are informed about the district and schools' parent involvement policies (plans) and their location on the district website, in the *First Day Packet Information for Parents and Students*, distributed to all students and their families each year.

Local Measures of Student Performance

(other than State Level Assessments)

Open Court Assessments: Open Court is the state adopted reading/language arts text used at Bayside. Teachers use the end-of-the unit assessments to monitor student progress.

<u>McDougal Littell</u>: is the state adopted reading/language arts text used at MLK. Teachers use the end-of-the unit assessments to monitor student progress.

<u>Houghton-Mifflin</u>: is the state adopted mathematics text used at Bayside. Teachers use the end-of-the unit assessments to monitor student progress.

<u>Holt, Winston, Rinehart</u>: is the state adopted mathematics and algebra texts used at MLK. Teachers use the end-of-the unit assessments to monitor student progress.

<u>Hampton Brown</u>: materials used for ELD instruction and assessment for English learners.

Accelerated Reader: Bayside Elementary School has been using Accelerated Reader since the 2003-04 school year. A placement diagnostic is given at the beginning of each year and reports on the quizzes on books are generated to assess student progress in comprehension and the number of words read. Reports on student progress are automatically generated and are used by the students to track their progress and by the teachers to guide instruction. The reports are shared with parents at conference time.

Accelerated Math: At Bayside Elementary School and Martin Luther King, Jr. Academy Accelerated Math was piloted in grades 3-7 in the 2005-06 school year. Reports track individual student's mastery of each of the CA mathematics standards for the student's grade level. Reports on student progress are automatically generated and are used by the students to track their progress and by the teachers to guide instruction. The reports are shared with parents at conference time.

Dynamic Indicators of Early Literacy Skills (DIBELS): This assessment was implemented at Bayside during the 2006-07 school year. The Resource Specialist received training and, in turn, trained the K-2 staff in how to use and interpret the results. This assessment provides information to teachers about students' progress on mastering important early literacy skills such as, but not limited to, letter identification, sound/symbol correspondence, phonemes, comprehension, etc. In addition to the early literacy skills, there is a fluency component to the DIBELS assessment used by teachers in all grades, K-6, to monitor students' oral reading fluency which is a key component in successful comprehension of text.

Read Now Power Up: is a reading intervention program for students in grades 5-8 who are reading two or more years below grade level. This program is used in the after school program for students at Bayside Elementary. Students at MLK, Jr. Academy use this program in an intervention class during the school day as well as in the after school program. The program is similar to Accelerated Reader in that placement diagnostics are given before the students begin the program and reports on reading comprehenaion are generated to assess student progress in comprehension and the number of words read. Reports on student progress are automatically

generated and are used by the students to track their progress and by the teachers to guide instruction.

<u>Standards Based Report Card</u>: During the 2004-05 school year, the Sausalito Marin City School District teachers developed a Standards-Based report card, K-8 with grade level benchmarks. Student progress towards standards is evaluated quarterly. This tool enables teachers to monitor student progress, communicate with parents and target their instruction to the specific needs of each student.

<u>Student Oral Language Matrix (SOLOM)</u>: Used to monitor the English learner's oral language abilities in fluency, comprehension, vocabulary, pronunciation and grammar.

FIVE PERFORMANCE GOALS

The five performance goals are described on the following pages.

Note: As of this update in Spring 2011, no changes have been made to the budget pending the outcome of the June 2011 elections regarding the state's finances.

Performance Goals 1a and 1b: All students will reach high standards, at a minimum, attaining proficiency or better in reading (goal Ia) and mathematics (goal Ib), by 2013-2014.

(Summarize information from district-operated programs and approved school-level plans) Planned Improvement in Student Performance in Reading (Performance Goal 1a)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				October 1 to 1 to 1 to 1 to 1 to 1 to 1 to 1 t
Reading and writing are language arts skills that each support the other. Teachers participate in training and coaching:				
At Bayside Elementary School staff is/will be working on the CA Language Arts Standard 1.0 Writing Strategies in grades K-5 during the 2009-10 2011-2012school year.	Teachers, support staff	Step Up to Writing Training (previously purchased) and peer coaching	N/A (In-house)	
At Martin Luther King, Jr. Academy (MLK) staff is/will be working on the CA Language Arts Standard 1.0 Writing Strategies in grades 6-8 during the 2009 10 2011-2012 school year.	Teachers, support staff	Step Up to Writing Training (previously purchased) and peer coaching	N/A (In-house)	
2. Use of standards-aligned instructional materials and strategies:				Angenia mataka taka dana taka dana taka da taka da taka da taka da taka da taka da taka da taka da taka da tak
Bayside Elementary School uses the Open Court CA state adopted reading language arts program	Teachers, support staff	Previously purchased	N/A	
Hampton Brown materials are used for ELD instruction for the EL students	Teachers, support staff	Previously purchased	N/A	
MLK uses the McDougal Littell CA state adopted reading language arts program	Teachers, support staff	Previously purchased	N/A	

3. Extended learning time:					
After School Education and Safety Program (ASESP) Grant for K-8 contract providers	Teachers, support staff, contract providers	Salaries	93,979	ASESP Grant	
Grades 6-8 Reading Intervention: Read Now Power Up!	Teachers, support staff	Read Now Power Up! Program & other materials,	Previously purchased		
		equipment	•		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology:Bayside and MLK: Accelerated Reader – Grades K-8	Teachers, support staff	N/A (previously purchased)	N/A	
Bayside and MLK: Read Now Power Up! – Grades 6-8 (intervention for students reading two or more years below grade level)	Teachers, support staff	N/A (previously purchased)	N/A	
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
Bayside and MLK: Monthly collaboration and staff development	Teachers, support staff	Professional duties	N/A	
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Bayside and MLK:				
a) parent/teacher conferences b) annual Title I meeting	Teachers, principal Staff, parents	Professional duties Professional duties		
_	Staff, parents Staff, parents Parents	Frotessional duties Stipends, materials, food N/A	500	Title I
	Staff, parents Staff, parents	Stipends, materials, food Food	500 100	Title I
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):	Statt, patents	000	001	1 1116 1
First Five Early Start Summer Program for entering K students; Kindergarten Registration Day	K Teacher, support staff	Salary	3,500 700	First Five Grant Unrestricted Gen
Eighth grade transition to high school	Teacher	Professional duties		Fund Target Instruction
GEAR UP!	Staff and parents	Child care, transportation, food, materials	500	Title 1

8. Monitoring program effectiveness:				
Bayside and MLK: a) STAR/CST Assessments: Data Director b) Accelerated Reading/Accelerated Math c) Writing Assessments	Teachers, support staff Teachers, support staff Teachers, support staff	Professional duties Professional duties Professional duties	N/A N/A N/A	
Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups:				
Bayside and MLK: Accelerated Reader and Accelerated Math K-8	Teachers, support staff	N/A (previously purchased)		
Read Now Power Up! Intervention 6-8	Teachers, support staff	N/A (previously purchased)		
Bayside: Early Intervention Program K-4 Bayside: Reading Fluency Testing and Monitoring 1-5 Bayside and MLK: Small Group Instruction 5-8	Teachers, support staff Teachers, support staff Teachers, support staff	Professional duties Professional duties Professional duties		
After School Education and Safety (ASES) Program	After school program staff	Salaries, materials, snacks, transportation	239,000	ASES Grant
10. Any additional services tied to student academic needs:				
K,N				

Performance Goal 1a and 1b: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Mathematics (Performance Goal 1b) (Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
 Alignment of instruction with content standards: At Bayside Elementary School staff will be working on the CA Mathematics Standard 1.0 (number sense) appropriate to grades K-5 	Teachers, support staff	Professional duties	N/A	
At MLK staff is/will be working on the: a) CA Mathematics Standard 1.0 (number sense), algebra and functions appropriate to grades 6-8 b) CA Mathematics Standard 1.0 (algebra I) appropriate to grades 8	Teachers, support staff Teachers, support staff	Professional duties Professional duties	N/A N/A	
 Use of standards-aligned instructional materials and strategies: Bayside uses the Houghton-Mifflin state adopted text MLK uses the Holt, Winston, Rinehart state adopted texts for prealgebra and algebra 1 	Teachers, support staff Teachers, support staff	N/A (already purchased) N/A (already purchased)	N/A N/A	
3. Extended learning time: After School Education and Safety Program (ASES)	Teachers, support staff, contract providers	Salaries Materials, equipment, software, books,	93,979 24,855	ASESP grant ASESP grant
Summer School (4 days/week for 5 weeks)	Teachers, support staff	Salaries		

Funding Source	EIA Title I		Targeted Instruction		N/A	N/A	Title I	Title I	Title I		First Five Grant &	Targeted Instruction		
Estimated Cost	10,000 annually		1,000		N/A	N/A	300	300	100 100	·	450	001	N/A N/A	
Related Expenditures	New computers	N/A	Teacher leader stipend		Professional duties	Professional duties	Materials, food	Materials, food	Food, translator Food, translator		Salary for paraprofessional	Salary tor paraprofessional Professional duties	Trainer (in-house) N/A (previously purchased)	
Persons Involved/ Timeline	Technology teacher Ongoing	Teachers, support staff	Teachers, Support staff		Teachers	Staff, parents	Staff, parents	Staff, parents	Staff, parents Staff, parents		Teacher, support staff	Teacher, support staff Teacher	Teachers, support staff Teachers, support staff	
Description of Specific Actions to Improve Education Practice in Mathematics	4. Increased access to technology: Update technology equipment	 Staff development and professional collaboration aligned with standards-based instructional materials: Bayside and MLK: Silicone Mathematics Initiative Staff 	Development Accelerated Mathematics and Accelerated Reader	6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Bayside and MLK:		b) Annual Little Limeeting	d) GEAR UP! Meetings	_	English Language Advisory Committee (ELAC) District English Language Advisory Committee (DELAC)	7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):	First Five Early Start Summer Program for Entering K students	Kindergarten registration day Eighth grade transition to high school	Monitoring program effectiveness: Bayside and MLK: a) STAR/CST Assessments: Data Director - ongoing b) Accelerated Math	

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Pargeting services and programs to lowest-performing student groups: Stiling Math Initiation Stiling Math Initiati		÷	V 1 0 V/1	
Silicon Math Initiative	Teachers, support staff	Training (in-house)	N/A (in-house)	
Bayside and MLK: After School Education and Safety (ASES) Program	Teachers, support staff Contract providers	Materials, software	Included in costs listed on page 30, item 3	ASESP grant
10. Any additional services tied to student academic needs:				
N/A				

standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

	}		Description of how the LEA is meeting or plans to meet this requirement.
		(Per Sec. 3116(b) of NCLB, this Plan must include the following:	a-c. The school principal is responsible for monitoring student academic growth. In
	ď		september, initial identification features are reviewed on completion of the CELD it testing. Conferencing with teachers in order to assure an understanding of student
		implemented, and administered under the subgrant;	linguistic and academic needs takes place during the first month of school. Trimester
	<u>ب</u>		report cards, student work samples, and language and mathematics assessments are
		annual measurable achievement objectives described in	reviewed to determine in LEP students are making progress on the annual measurable
		Section 3122;	achievement objectives. At this time interventions are added if necessary to ensure
	ပ		continuous student progress in English and the core subjects. Intervention strategies may
S		schools receiving funds under this subpart accountable for:	be introduced into a student's program any time during the school year. A Child Study
eəi:			Team (CST) meeting will be held if the teacher and the principal agree that it is
iίν		objectives described in Section 3122;	necessary. Parents may also request a CST meeting.
ito		 making adequate yearly progress for limited-English- 	d. The district provides each parent with an information booklet at the beginning of each
V	********	proficient students (Section 1111(b)(2)(B);	school year. The booklet has a calendar that includes Back-to-School Night, Parent-
pə		 annually measuring the English proficiency of LEP 	Teacher conferences, a list of home-school communication activities, homework tips and
nir		students so that the students served develop English	the required references to the Uniform Complaint Procedures and other legalities. In the
nba		proficiency while meeting State Academic standards	2008-09 school year 30 LEP students were enrolled at Bayside; none at MLK. In
Я			addition there is one student in his first year of re-designation These students represent
	Ö		six different home languages. Home correspondence is only translated into Spanish at
		participation in LEP programs.	this time, as there are more than 15 students having Spanish as their home language.
			However staff and community members speaking the other home languages are
			contacted on an as needed basis to assist in translation. We tried unsuccessfully in the
			2008-09 school year to interest parents in participating in an English Language Advisory
			Committee (ELAC). During the 2009-10 we were able to get an ELAC started with
********			many interested parents participating. These parents attended Bayside on an inter-
			district transfer and did not return for the 2010-11 school year. We will continue our
	_		efforts to establish an ELAC during the 2009-10 school year.

		Description of how the LEA is meeting or plans to meet this requirement.
	3. Provide high quality professional development for classroom teachers, principals, administrators and other school or community based personnel.	Classroom teachers, paraprofessionals, administration (principal, superintendent, and district staff) at Bayside Elementary and MLK received the following professional development during the 2006-2009 school years. This training will be continued during the 2009-10 school year.
	a. designed to improve the instruction and assessment of LEP children;	a-d:
səitivitə	b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited English and foliar strategies.	Data Director – with a focus on interpreting STAR/CST scores and making instructional decisions based on these scores. Additionally, CELDT information and classroom assessments are used to monitor the performance of the LEP students.
A bərii	c. based on scientifically based research demonstrating the effectiveness of the	Dynamic Indicators of Beginning Literacy Strategies (DIBELS) – assessments and instructional strategies based on the DIBELS assessments.
Redr		Differentiated Instruction – making instructional decisions based on the STAR/CST, CELDT, DIBELS and Accelerated Reader assessments.
mara va da sa sa sa sa sa sa sa sa sa sa sa sa sa	teaching skills, teaching knowledge, and teaching skills, d. long term effect will result in positive and lasting impact on teacher performance in the classroom.	Open Court instructional strategies for Limited English Proficient students as well as Hampton Brown materials.

If yes, describe:	For the past five years, from 2006-2011 teachers have received training in differentiating the curriculum to meet the needs of English learners.	Description of how the LEA is meeting or plans to meet this requirement.	If yes, describe: Each LEP student receives 20-30 minutes of English development instruction each day either individually or in a small cluster group. Each group is composed of students with no more than two proficiency levels.
Yes or No	Yes	Descrip	Yes or No Yes
4. Upgrade program objectives and effective instruction strategies.			5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.
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L	6. Develop and implement programs that are	Yes or No	If ves. describe:
	coordinated with other relevant programs and		In the fall 2006 the district received a two-year GEAR UP! grant in the amount of
	services.	Yes	\$7500 for each of two years (2006-07 and 2007-08). This money was used to
			establish procedures for helping families prepare their students for the transition
			school to college. In the fall of 2008 the district became responsible for funding
			the program. However in the 2008-09 school year the district received a two-year
			sustainability grant to cover reimbursements related to their twice-a-year trainings. In the 2008-09 school year the grant covered the cost of three subs for the
			leadership team to attend each of the two trainings and their mileage. In the 2008-
			09 school year these costs came to approximately \$1000. The district doesn't get
			the grant money directly; rather the district is reimbursed for the substitute teacher
			costs and mileage when the business manager submits a request.
			In the spring of 2007 the district received an After School Education and Safety
			(ASES) Program Grant. This grant provides a three hour program open to all
			students at bayside Elementary and MLN Academy. During the after school program students are provided with intervention support and enrichment activities
1	7 Immove the English mofinional and and and		L. S. and San Control of the Control
	achievement of LEP children.	Yes or No	If yes, describe:
		Yes	Students receive explicit instruction in English grammar and
			vocabulary for 20-30 minutes daily. Students work in groups with
,			no more than two English proficiency levels in a group. The
			instruction is provided by the classroom teacher.

Description of how the LEA is meeting or plans to meet this requirement.	LEP students and their families are included in the Family Literacy and Mathematics evenings as well as in GEAR UP! family meetings. In the 2009-2010 school year, an English Language Advisory Committee (ELAC) was formed following federal guidelines. Beginning in the 2009-2010 school year, all parent notices were provided in both English and Spanish.	LEP students participate in the weekly technology classes with their English speaking peers. They have access to the Accelerated Reading and Accelerated Math computer assisted programs in their classrooms.	o If yes, describe: N/A
Ď	Yes or No Yes	Yes or No Yes	Yes or No
	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families— To improve English language skills of LEP children; and To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	9. Improve the instruction of LEP children by providing for — o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and o Incorporation of the above resources into curricula and programs.	10. Other activities consistent with Title III.
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Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be
notified: The outreach efforts include holding and sending notice
of opportunities for regular meetings for the purpose of
formulating and responding to recommendations from parents.

Bayside Elementary School has more than 21 English learners. A functioning English Learner Advisory Committee (ELAC) has been formed. Parent members of the ELAC are elected by parents or guardians of English learners and receive training to assist members in carrying out their legal responsibilities. Responsibilities of the ELAC include, but are not limited to:

Advising the principal and staff on the school's program for English learners. Advising the school site council (SSC) on the development of the Single School for Student Achievement.

Assisting in the development of the schools: Needs assessment (annual parent survey)

- Language census (R-30LC)
- Efforts to make parents aware of the importance of regular school attenda

All parent notices are provided in English and in Spanish.

A translator is available for school meetings.

- . LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):
- the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;
 - the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
- c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be
 - how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
- e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
 - the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
- this title are used for children in secondary schools;
 g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;

a. A home language survey is used at the time of initial enrollment.

b-g New students are given the CELDT as well as an assessment in their primary home language. CELDTs are hand-scored for new students. Within the first 30 days of school, a meeting is held for the parents of new students to explain the purpose of the CELDT, their student's tentative test results, the ELD program as well as the exit criteria. Parents are given the option of having their children participate in the ELD program or not. They are also informed they have the option of submitting a parental exception waiver for an alternative program listed in the information packet, if they believe it would be better for their student. Each returning student whose home language is a language other than English is given the CELDT each fall to determine their current level of English proficiency. The parents of continuing students are informed of their student's CEDLT results within 30 days of receipt of the results from the test contractor.

Based on the formal results from the test contractor, students may be classified as fluent English proficient (first time CELDT takers who initially meet the exit criteria) or they may be eligible for re-classification to English proficient. In this case parents are notified and invited to a team meeting to determine if the student is able to succeed in academic subjects taught in English. Parents of students whose CELDT scores indicate more instruction in English language development receive an annual report within 30 days of receipt of the results from the test contractor. The report shows the student's proficiency in the four domains of English language arts: listening, speaking, reading, writing as well as an overall score.

A student who has an IEP will receive instruction based on the identified goals in the IEP as appropriate. This will be explained to parents at the initial meeting and at the annual parent-teacher conference.

g. In the annual letter mailed to parents they are informed that English Learners, who are also identified as learning disabled students, will be assigned to a program according to the student's Individualized Education Program (IEP).

Description of how the LEA is meeting or plans to meet this requirement.	h. i – ii. Parents of students new to the school are invited by phone to a parent meeting to explain the CELDT testing results and program options for their student. At this meeting parents give written consent for their student to be in the ELD program or to request another option. Parents who are not able to attend the meeting are contacted for a phone conference to explain their child's test results and the program options and to obtain their permission for the student to participate.	Parents or returning students are notified by mail of their student's level of English proficiency based on the CELDT results. In this letter parents are informed that they may have their student moved out of the program in which the student is place as well as the option of submitting a parental exception waiver for an alternative program, if they believe it would be better for their student. Notification follows the required timelines.	The classroom teacher, principal and CELDT tester are available to assist parents in understanding the program options available to their student. A bilingual aide is also available for translations.	Notification follows the required timelines.	Bayside Elementary School and MLK, Jr. Academy continue to meet their API targets. The district is aware that parents must be notified within 30 days should any school in the LEA not meet their API.
	h. information pertaining to parental rights that includes written guidance detailing— i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction if available:	iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.		Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.	LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.
	ιςτίνίτγ	A bəriupəA		Note: No previous s year. If st notified w	LEA Par. If the LEA objectives program, after such

Plans to Provide Services for Immigrants

lirement.	sh Language Advisory	tunities	
Description of how the LEA is meeting or plans to meet this requirement.	If yes, describe: Family nights, home visits, conferences, School Site Council, English Language Advisory Committee, GEAR UP!	If yes, describe: N/A If yes, describe: GEAR UP! Provides information to parents regarding college opportunities	If yes, describe: N/A If yes, describe: N/A If yes, describe: N/A If yes, describe:
ğ	If yes Fami Com	If yes If yes GEA	If yes N/A
	Yes or No Yes	Yes or No No Yes or No	Yes or No No No No No No No No No No
IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).	Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth: Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.	 Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds: Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services: Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education: Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:
IF the LEA is funding, com	səitivi	itoA oldswollA	səitivitiəA əldswollA

Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

professional development, the following strengths were identified: Data Director Differentiated Instruction Collaboration time with colleagues Accelerated Reading Accelerated Math Silicon Math Project Training facilitated by staff Step Up to Writing Step Up to Writing Training in cooperative playgration from playground to cand increase academic learning treading and math Coaching in the teaching of writing, reading and math professional development, the followere identified: Writing Workshop (such as Ar or Step Up to Writing) & a refi Writing Process Conflict Management & Team Stress Management Reading fluency instructional sparaprofessionals Training in cooperative playgration from playground to cand increase academic learning Technology – how to use composes Integration of the arts across the curriculum Anti-bullying curriculum imples		NEEDS	STRENGTHS
School Chinate – Second Step Curriculum R-3	Anita Archer refresher in the ith a focus on am Building al strategies for ground games up in the to class time) ting omputer data as the	Based on the spring 2009 2010 staff survey professional development, the following nowere identified: Writing Workshop (such as Anita Archor Step Up to Writing) & a refresher in Writing Process Differentiated instruction with a focus math concepts Conflict Management & Team Buildin Stress Management Reading fluency instructional strategies paraprofessionals Training in cooperative playground gar for paraprofessionals (to help in the transition from playground to class tim and increase academic learning Technology – how to use computer dat bases Integration of the arts across the	Based on the spring 2009 2010 staff survey for professional development, the following strengths were identified: • Data Director • Differentiated Instruction • Collaboration time with colleagues • Accelerated Reading • Accelerated Math • Silicon Math Project Training facilitated by staff • Step Up to Writing • Coaching in the teaching of writing,
• Art Training		K-3	•

Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:				
Staff analyzes the STAR/CST data at the beginning of the year as well as beginning of the year classroom assessments. Based on this analysis, staff selects one or two standards for major focus and training for the school year.	Teachers, support staff, ongoing	Data Director coaching support	2,000	Title II
Staff development activities are planned based on the CA standards selected for focus and the annual staff development surveys.	Teachers, ongoing	Step Up to Writing Training	N/A (in house)	Title II
	Wellness teacher	Professional Responsibility	N/A	
	Resource specialist	Literacy Conference	524	Title II
	Teachers, support staff	AVID training	N/A (in-house)	
	Teachers, support staff	Second Step Training	pending	pending
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:				
The activities selected in #1 above align with scientifically based research and were selected based on ongoing analysis of student achievement data and because they have been proven to improve student performance.	Staff - ongoing	See above	See above	See above

Funding Source	See above	N/A	N/A
Estimated Cost	See above	N/A	N/A
Related Expenditures	See above	N/A	N/A
Persons Involved/ Timeline	Staff - ongoing	Staff - ongoing	District and site staffs
Please provide a description of:	3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: Staff development activities, based on regular assessments of student achievement of the CA grade level standards, is making a positive impact on students' academic performance as measured by the STAR/CST, school-wide and classroom assessments. While there is still room for improvement, progress is being made toward closing the achievement gap as measured by the API Bayside and MLK.	4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: Professional development activities are coordinated through the Single Plans for Student Achievement at Bayside Elementary School and MLK, Jr. Academy.	5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: Our district is small. The superintendent, principal and staff development coordinators meet together weekly to monitor staff development activities that are planned by the leadership team (principal and teacher reps from both schools) based on achievement data and staff surveys.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:				
All funds are coordinated through the Bayside Elementary and MLK Single Plans for Student Achievement. Staff receives on-going training/support in technology skills from the site technology teacher.	Staff - ongoing	N/A	N/A	V/N
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):				
A full time technology teacher provides on-going instruction to all district students. Staff, including library media personnel, receives on-going training/support in technology skills from the site technology teacher.	Technology Teacher	CTAP training	605	Title II, Part D
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:				
All staff are invited to complete a staff development survey annually. This information is used in writing the SPSA. A leadership team composed of the principal, certificated and classified representatives from Bayside Elementary and MLK meet monthly to implement the staff development plans described in the SPSA.	Staff - ongoing	N/A (Professional duties)		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. How the LEA will provide training to enable teachers to: Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students				
who are gifted and talented), and students with limited English proficiency. Beginning in the 2006-07 school year, one day of staff development was devoted to Differentiated Instruction and continued through the 2008-09 school year. This training is ongoing and will continue in the 2009-10 school year.	All staff 2006-07 through 2008-09; ongoing	N/A – in house trainers		
Advancement by Individual Determination (AVID) Strategies	5-8 Teachers 2006-07; 2008-09	N/A – in-house trainers		
Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn. All staff have received training in BEST and the Partners Program. By teacher request, teachers will be provided collaborative meeting time to implement and refine school climate strategies.	All staff 2006-07; 2007- 2008; ongoing	N/A (in-house)		
All K-5 staff will receive training to implement the Second Step Curriculum in the 2009-10 school year.	Principal, certificated staff	Trainer, materials	pending	pending
Involve parents in their child's education; and At the annual Title I meeting each year, parents identify the types of training they would like to receive in order to support their students' education. This information is used to plan family activities. At this meeting parents are invited to update the Parent Involvement Plan.	Principal, parents, teachers – ongoing	N/A – professional duty		
The GEAR UP! continuation grant provides training for staff and continues the parent outreach program.	Principal, teachers, parents	Materials, food	pending	pending
Understand and use data and assessments to improve classroom practice and student learning. Staff have received training in using data to inform instruction and, by staff request, Data Director will be a topic for training in 2009-2010. In addition, teachers have had training to use technology to monitor students progress in attaining grade level math standards. By teacher request Data Director training will be made available again in 2009-10.	Principal, teachers	N/A (in-house)		
10. How the LEA will use funds under this subpart to meet the requirements of Section N/A	N/A	N/A	N/A	N//A

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES and PROGRAMS

BEST Program

School Counselor

Accelerated Reader and Math Monthly Awards Assemblies

Small classes

Small group instruction at the correct level of difficulty (based on data from ongoing assessments)

Paraprofessionals provide extra intervention support

After School Education and Safety Program

Summer Intervention

Wellness Class Health Education, including HIV/AIDS Prevention Education in grades 7 and 8

Early Literacy Intervention Program

Second Step Curriculum

District Social Worker and Community Out-reach

STUDENT CONDUCT AND DISCIPLINE POLICY

The staff, parents and students work as a team at Bayside Elementary School and Martin Luther King, Jr. Academy. Each team member makes a commitment to support students to achieve individual and school-wide learning goals. The academic and emotional growth of each student and progress of our schools depend on the communication and mutual support between home and school. Bayside Elementary School and Martin Luther King, Jr. Academy have established rules to create a safe and orderly learning environment, and protect the rights and safety of all. This policy applies whenever a student is on school grounds, traveling to and from school, or at a school-sponsored activity. Discipline is fair, consistent, and humane.

Needs and Strengths Assessment (4115(a) (1) (A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the

schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

Note: The Healthy Kids Survey was administered in May 2003, May 2005, May 2007 and March 2009. The following information is based upon the 2003 and 2005 Healthy Kids Surveys since the number of participants in the surveys administered in 2007 and 2009 were too small to be statistically significant. and the results of the 2009 survey are not available as of this writing. In 2005 enrollment had declined and the number of 5th graders taking the survey was insufficient to receive data. The 2005 data only includes 7th grade students. The California Healthy Kids Survey (CHKS) will be administered to the eleven-5th grade students and the seventeen 7th grade students again in the Spring of 2011 as required by the NCLB regulations for schools receiving Title IV, Part A: Safe and Drug-Free Schools and Communities funds.

STRENGTHS

2003

100% of 7th and 94% of 5th graders reported feeling safe at school.

100% of both grade levels understand that tobacco is harmful.

2005

40% of 7th graders feel very safe at school.

There is no data on the percent of students who feel safe in general.

2007

The number of participants was too small to be statistically significant. No data was reported.

2009

The number of participants was too small to be statistically significant. No data was reported.

2011

Safe and Drug Free funding ended June 30, 2010. Due to low participation in the CHKS and lack of funding, the CHKS was not administered during the 2010-2011 school year.

NEEDS

Student needs:

- Reduction of behavioral incidents*
- Stronger social skills and training in the proactive management of emotions
- Better problem solving and decision making skills.
- Improved nutrition
- Reduction in tardy rate

^{*} Most suspensions are due to disruptive behaviors and inappropriate verbal statements.

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning...continued...

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a) (1) (B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below.* List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey: Note: The Healthy Kids Survey was administered in 5th and 7th grades in May 2003 and is used as a baseline in the table below. The May 2005 survey was administered, however the data returned is only for 7th grade as the number of 5th graders was insufficient to receive data. The number of students taking the survey in 2007 and in 2009 were too small to get meaningful data.

The following charts (on pages 48-50) were completed using data from 2003 and 2005 (the number of participants in the CHKS was too small to * The California Healthy Kids Survey was administered again in March 2009. However results of that survey are not available as of this writing be statistically significant). as the number of participants in the CHKS in subsequent years was too small to be statistically significant. Note: Tobacco Use and Prevention Education money was exhausted as of June 30, 2009. Due to limited participation over the years, the data we received from the Health Kids Survey was not useful. Therefore, the administration of the Healthy Kids Survey was discontinued

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Mos Surv Ma Basel	Most Recent Survey date: May 2005 Baseline Data	(Pe	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 ^{tth}	no data	5 ^{tth}	N/A
	7 th	7 th 15%	7 th	%5
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	5 th r	io data 4%	Sth N	N/A 5%

The percentage of students that have used marijuana will decrease biennially by:	5 th 7 th	no data 4%	5th 7th	N/A 5%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	5 th 7 th	5 th no data 7 th 4%	5 th	N/A 5%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	5 th 7 th	5 th no data 7 th 4%	5 th	N/A 5%
The percentage of students that feel very safe at school will increase biennially by:	5 th 7	5 th no data 7 ^{th '} 40%	5 th 7 th	N/A 5%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	S th	5 th no data 7 th 27%	5 th 7 th	5 th N/A 7 th 5%
Truancy Performance Indicator				

The percentage of students who have been truant will decrease annually by 1% from the current LEA rate shown here.	18% - BS		15%
NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	47% - MLK		
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: May 2005 Baseline Data		Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5 th no data 7 th 54%	a 5 th	N/A 5%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5 th no data 7 th 69%	Sth 7th	N/A 2%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th no data 7 th 58%	a 5 th 7 th	N/A 5%

					1
The percentage of students that report high levels of school			***********		
connectedness at their school will increase biennially by:	5th	no data	5 th	N/A	
	7 th	62%	7 th	2%	

Other Performance Measures

(drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs that indicator.

LEA Specified Performance Measures	Doufoumonoo Indicator	Docollar
School Records (Process to Collect Data)	r et tot mance amurator Goal	Data Data
California Healthy Kids Survey – May 2003, 2005, 2007, 2009	Annual decrease in at-risk behaviors	Behavior Reports
Adoption of the California State Approved $Positive\ Action\ Program\ K-8$, in curriculum review process, to be implemented 2003-04.	Annual decrease in referrals, suspensions	Referrals and suspensions
Huckleberry Youth Peer Educators Program 2000 – ongoing. (Teaching 7th and 8th graders to present to other students about the dangers of STD's, AIDS, Tobacco, Alcohol and other drugs.)	Annual decrease in at-risk behaviors	Healthy Kids Survey (CHKS)
Truancy reduction based on attendance records, letters sent to parents and SARB referrals.	Annual improvement in attendance/tardies	Attendance, tardy data; SARB records
No-Bully Program and Second Step Curriculum	Improved nutrition, drop in at-risk behaviors	CHKS

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Science Based Programs (4115 (a) (1) (C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Positive Action Program, Grades K-8	All areas	K-8	114	Summer 2003	Fall 2003	2003-04
Second Step Curriculum, Grades K-8	Violence Prevention	K-8	172	Summer 2009	Fall 2009	2009-10

Research-based Activities (4115 (a) (1) (C)): Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
×	After School Programs	After School <i>Education</i> and <i>Safety</i> Program	K-8
X	Conflict Mediation/Resolution	No Bully Anti-bullying Program Second Step Curriculum	K-5
X	Early Intervention and Counseling	Violence Prevention; Positive Decision Making	K-8
	Environmental Strategies		
X	Family and Community Collaboration	GEAR UP!	4-8
	Media Literacy and Advocacy		
	Mentoring		
X	Peer-Helping and Peer Leaders	Peer Health Education (alcohol, drug and tobacco)	7-8
	Positive Alternatives		
X	School Policies	Uniform Dress Code (violence prevention)	K-8
	Service-Learning/Community Service		
	Student Assistance Programs		
*	Tobacco-Use-Cessation	Wellness Class	K-8

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development		
	Caring Schools		
	Caring Classrooms		
X	Other Activities	Opportunity Room	7-8
		Counselor (promotes positive decision	K-8
		behaviors and substance abuse)	
		BEST Program	K-8
		No Bully	K-8
		Second Step	K-8

Promising or Favorable Programs (4115 (a) (3)):

The LEA may - but is not required to - designate and list the promising or favorable programs (programs whose effectiveness is not programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable your program selections, and provide all other requested information.

Promising Program name	Program	Target	Target	Purchase	Staff	Start
	ATODV	Grade	Population	Date	Training	Date
	Focus	Levels	Size		Date	
N/A						

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not provide under separate cover additional information and the forms for submitting a waiver request.

Analysis of Data for Selection of Programs and Activities (4115 (a) (1) (D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

violence prevention in a manner that promotes positive behaviors and peer interaction. Learning appropriate social skills and positive Positive Action Program: This program was selected for grades K-8 because it covers all key issues: alcohol, tobacco, drugs, decision-making is a critical key in learning to avoid at-risk behaviors and substance abuse. Because this program is K-8, it sequentially builds the information and skills foundation needed.

Evaluation and Continuous Improvement (4115 (a) (2) (A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, and other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program. The California Healthy Kids Survey (CHKS) will not only offer a baseline, but a means to monitor program effectiveness and modify our target areas. In addition, each school site will analyze discipline records to monitor student behavior. The Wellness Program, which will be taught one day a week beginning in the fall 2006, will track student progress.

Use of Results and Public Reporting (4115 (a) (2) (B)): Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Activities	Timelines	How Reported to the Public
California Healthy Kids Survey (CHKS)	May 2009	School Site Plans (SPSA), SARC, Newsletters
Positive Rewards Assembly	Weekly	Parents invited
School Site Council Meetings	Monthly	Elected Parent Representatives
English Learner Advisory Committee	Monthly	Elected Parent Representatives
		>

Mandatory Safe and Drug Free Schools and Communities (4114(d) (2) (E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d] [3] All students participate in the BEST and No-Bully curriculums as well as the Step Up Curriculum. The Sausalito Marin City School behaviors. The After School Education and Safety Program (ASES) offers intervention to improve students' academic success and District (SMCSD) sponsors Red Ribbon Week, peer health education and the Positive Action program. Referrals are made to our Child Study Team. The nutrition classes and science classes target these issues and focus on our most at-risk students and their self-esteem as well as enrichment activities. (The ASESP is paid for with a 3 year grant received the spring of 2007.)

Coordination of All Programs (4114(d) (2) (A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

Partnership. This is a committee representing education, law enforcement, probation, Health and Human Services, community based families. There are regular workshops on drug awareness and prevention in the schools, action steps for parents to watch for at-risk agencies, the District Attorney's Office, the Public Defender's Office and the PTSA. This organization has promoted and provided behaviors in their children, workshops on harassment and hat violence, as well as resources and guides to providing safe schools. programs and activities designed to support safe and drug free schools and communities for all Marin County students and their The Marin County Office of Education offers a wealth of program resources to districts through the School/Law Enforcement

Parent Involvement (4115 (a) (1) (e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A - SDFSC program.

Elementary and Secondary Education Act (ESEA). In addition, the district developed with the assistance of parents, a district wide committees. Each year parents are invited to complete a survey about the academic program and school climate. During the 2009-2010 school year each site updated their parent involvement policy to contain the information required by section 118(a) (2) of the school year the SMCSD provides each family with an information booklet, First Day Packet. The booklet contains a calendar that www.sausalitomarinschools.org. Hard copies are available on request in the school and district offices. At the beginning of each parental involvement policy. These plans describe the parents' priorities in the area of parent education and are approved by the Parents are involved through a variety of avenues such as the SSC, ELAC, PTSA, GEAR UP committee and other activities and School Board in even numbered years All policies have been translated into Spanish and are posted on the district website:

Board report, letters, and meetings to provide opportunities for input. Parents would also be informed through these meetings, reports references to the Uniform Complaint Procedures as well as the location of the schools and district parent involvement policies (plans). If a school were to be designated as unsafe based on the NCLB regulations, parents would be notified through a public hearing and includes Back-to-School Night, parent-teacher conferences, the school conduct and discipline policy, school rules, the required and hearings, of their right to have their child(ren) attend another school and that the district would be responsible to provide transportation to that other school.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

We have not had pregnant minors in our elementary school district, but now have established the following procedures:

First, our goal is to have the pregnant student continue with classes and receive instruction on the health issues critical for a safe pregnancy and healthy parenting. With the proposed adoption of the Positive Action series, health education will center on the dangers of alcohol, drugs and tobacco. Secondly, if the student is unable or unwilling to attend, the student will be offered home instruction or a referral to programs through the Department of Social Services.

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b][3])

Full time equivalent	900:	
Position/Title	Nutrition and Science Teacher	

Performance Goal 5: All students will graduate from high school.

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	GEAR UP! Grant GEAR UP! Sustainability Grant GEAR UP Advisory Committee GEAR UP Training	Grades 4-8 Grades 4-8 Grades 4-8	2006-2008 (two years) 2008-2010 (two years) Parents, staff, students 2006- 10 Parents, staff, students 2006- 08	More students achieve success elementary through high school and beyond.	GEAR UP 2-year Grant received in the 2006-07 school year. GEAR UP Sustainability 2- year Grant received in the 2008-09 school year
5.2 (Dropouts)	See above (we are a K-8 school district.)				
5.3 (Advanced Placement)	See above (we are a K-8 school district.)				

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Over 90% of the students at Bayside Elementary School and Martin All schools with a 75% or above poverty level are funded. Both Luther King, Jr. Academy are on the free or reduced price lunch Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Description of how the LEA is meeting or plans to meet this district schools meet these criteria. requirement: programs. Number of children eligible for Free/Reduced Price Lunch Describe how the low-income measure described above is used to Number of children in families receiving assistance under All schools with a 75% or above poverty level are funded Number of children eligible to receive medical assistance Identify one of the following options as the low-income measure Number of children ages 5-17 in poverty counted by the All other schools are funded by poverty ranking district Section 1113, "Eligible School Attendance Areas." rank and select schools to receive Title I funds to identify schools eligible for Title I funding: under the Medicaid program; Or a composite of the above. most recent census data; the Cal Works program; wide or by grade span. programs;

Additional Mandatory Title I Descriptions (continued)

"Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114,

how the LEA will help schools	cribe how the LEA will help schools), describe how the LEA will help schools	(SWP), describe how the LEA will help schools	grams (SWP), describe how the LEA will help schools	e programs (SWP), describe how the LEA will help schools	For schoolwide programs (SWP), describe how the LEA will help schools to
how the LEA will help sch	cribe how the LEA will help sch), describe how the LEA will help sch	(SWP), describe how the LEA will help sch	grams (SWP), describe how the LEA will help sch	e programs (SWP), describe how the LEA will help sch	oolwide programs (SWP), describe how the LEA will help sch
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5	cribe), describe	(SWP), describe	grams (SWP), describe	e programs (SWP), describe	oolwide programs (SWP), describe

A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.

Effective methods and instructional strategies based on scientificallybased research.

Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.

Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.

• Instruction by highly qualified teachers and strategies to attract and keep such teachers.

 High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.

Strategies to increase parental involvement.

• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.

 Timely and effective additional assistance to students who experience difficulty mastering state standards.

						~						·									_					
o meet this	ent for Bayside	y (MLK) are	l are listed below:	MLK SPSA Pages	8-17	20f, 23f, 26f, 29f,		20e, 23e, 26e, 29e			20f, 23f, 26f, 29f		20f, 23f, 26f, 29f			3		20g, 23g, 26g, 29g		21		N/A (MLK is a	middle school)	32		
EA is meeting or plans t	s for Student Achievem	uther King, Jr. Academy	programs are described	Bayside SPSA Pages	8-19	22f, 25f, 29f, 32f,		22e, 25e, 29e, 32e			22f, 25f, 29f, 32f,		22f, 25f, 29f, 32f			3		23g, 26g, 29g, 32g		34		22f, 25f, 29f		35		
Description of how the LEA is meeting or plans to meet this requirement:	Copies of the Single Plans for Student Achievement for Bayside	Elementary and Martin Luther King, Jr. Academy (MLK) are	attached. Pages on which programs are described are listed below:	Requirement	1. Needs assessment	2. Opportunities for all	students	3. Instructional strategies	based on scientifically	based research	4. Extended learning time	5. Strategies for student	who are underserved, low-	achieving, at risk of not	meeting state standards	6. Highly qualified	teachers	7. Professional	development	8. Parental involvement	9. Transition of pre-school	students to elementary	school	10. Additional assistance	to students	
				Œ	•																					

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:

- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Strategies that minimize removing children from the regular classroom during regular school hours for instruction.
 - Instruction by highly qualified teachers.
- Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.
 - Strategies to increase parental involvement.

N/A (Our Title I programs are schoolwide.)

(continued)

under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. Please provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable,

on sonoors tot chituten nymg in tocal institutions tot negrected of sss children.	Description of how the LEA is meeting or plans to meet this	rodancinoin.	N/A	(Our Title I programs are school wide.)							N/A	(Our Title I programs are school wide.)		\overline{Note} : We have a district liaison for homeless students and our registration materials help identify homeless students. Homeless	students are enrolled immediately; transportation is provided.	N/A	(Our Title I programs are school wide.)	The second control of the second control of
delinquent children in community day school programs, and homeless children.		Therewithe with a factor from the factor is the factor of the	Students in a targeted assistance school will receive services. The	criteria should:	• Identify children who are failing or most at risk of failing to meet the state academic content standards.	Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher.	judgment, parent interviews and classroom grades.	Include solely teacher judgment, parent interviews and	developmentally appropriate measures, if the district operates a	preschool through grade 2 program with 1 itle 1 funds.	The description should include services to homeless children, such	as the appointment of a district liaison, immediate enrollment,	transportation, and remaining in school of origin.			The description should include services to children in a local	institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

	Description of how the
	requirement:
If the LEA has a PI school(s), describe technical assistance	1
activities the LEA will provide to help the PI school, such as the	While the Sausalito Ma
following:	schools identified under

- Assistance in developing, revising, and implementing the school plan.
- Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.
- Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.
- Assistance in analyzing and revising the school budget so the school's resources are used effectively.

Description of how the LEA is meeting or plans to meet this requirement: N/A While the Sausalito Marin City School District does not have schools identified under Section 1116 as in need of improvement, we are assisting our schools in the following ways:

- Staff participation in Data Director in-service training 2008-09 to continue in 2009-10.
- Weekly one hour professional development sessions focusing on curriculum, instructional best practices, classroom management, school climate and technology.
- Four full days of professional development during the school year.
- Teachers have training and coaches in language arts and mathematics.
- Staff prepares academic progress reports twice per grading period and is assisted in analyzing data to drive instructional decisions.
- Both categorical and general funds are used to support educational services to meet the needs of our most at risk students.

(continued)

will be informed through a Public Hearing process at a Board meeting. newsletter. Parents are informed in the First Day Packet and in Board If a school is identified as a PI school, the Sausalito Marin City School district website at www.94965-schools.org and referenced in the First option to transfer their student to another public school served by the Day Packet given to each family. In addition, assessment results are categorized as not making adequate yearly progress, informing them School Accountability Report Cards (SARC) that are posted on the Should a school not make adequate yearly progress (AYP), parents State mandated academic assessments are reported annually in the LEA that has not been identified for program improvement. This District will follow federal guidelines in notifying families of the reported in school newsletters and in a community-wide District Priority will be given to the lowest achieving children from low-Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and In addition, letters will be sent to the parents of a school that is notification will be given no later than the first day of school. Description of how the LEA is meeting or plans to meet this Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental of their rights to attend another school of their choice. Policies of their rights. ncome families. requirement: services to eligible children, including the selection of the children to identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and Describe how the LEA will provide school choice and supplemental Describe the process for parent notification of the school's the right to receive supplemental services. School Improvement." receive services.

Additional Mandatory Title I Descriptions (continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide profession development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."	coordinate programs under Title I with programs under Title II to provide professional appropriate, pupil services personnel, administrators, parents, and other staff, ction 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers
	Description of now the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	All certificated staff are fully qualified under the NCLB guidelines.
	All classified staff are fully qualified under the NCLB guidelines.
	When new staff are hired they must be fully qualified under the NCLB guidelines.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	School Board Policy (BP) 6020 and Administrative Regulations (AR) 6020 describe the LEA's parent involvement policy.
	The SPSA for Bayside Elementary School and the SPSA for MLK, Jr. Academy describe strategies for increasing parent involvement, including training, with the assistance of parents, on how to reach out to, communicate with and work with parents as equal partners.
	Annually parents are invited to complete a survey soliciting their input into ways the school can support them in helping their children succeed at school. In addition, parents are invited to participate in the annual revision of the school level parent involvement policies that prioritize parents' wishes for parent education during the school year.

(continued)

Coordination of Educational Services

transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school of Title VII; homeless children; and immigrant children.

	•
Describe how the LEA will coordinate and integrate educational	7
services at the LEA or individual school level in order to increase	——————————————————————————————————————
program effectiveness, eliminate duplication, and reduce	
fragmentation of the instructional program, including programs	
such as:	·····

- Even Start
- Head Start 4.0
- Reading First
- Early Reading First ં ઌં
- Other preschool programs
- immigrant, and limited-English proficient, and children with delinquent, Native American (Title VII, Part A), homeless, Services for children that are migratory, neglected or نه به

Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.

All educational services are coordinated through the SPSA at Description of how the LEA is meeting or plans to meet this Bayside Elementary School and Martin Luther King, Jr. Academy. Included in the plans are: requirement:

- 1. Transition programs:
- First Five funded Early Start Summer Program
- Orientation day for entering K students and their parents
- GEAR UP! for students in grades 5-8
- Summer Transition program for 8th graders going to high school
- Services for the English limited proficient (LEP) students.
- 3. Special Needs students

services are provided to the students following state guidelines. Currently we have no migratory or Native American students. We have three homeless students in the district. Appropriate

Part III Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

- 1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- 2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
- 3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
- 4. The LEA will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
- 5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
- 6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
- 7. The LEA will (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
- 8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
- 9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
- 10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

- 11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
- 12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
- 13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
- 14. Provide technical assistance and support to schoolwide programs.
- 15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
- 16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
- 17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
- 18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
- 19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
- 20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and California Education Code Section 64001.
- 21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

- 22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
- 23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
- 24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- 25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
- 26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
- 27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California Education Code Section 64001.
- 28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
- 29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
- 30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

- 32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
- 33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

- 34. The LEA, hereby, assures that:
 - The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) have the lowest proportion of highly qualified teachers;
 - (B) have the largest average class size; or
 - (C) are identified for school improvement under section 1116(b).
 - The LEA will comply with section 9501 (regarding participation by private school children and teachers).
 - The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
 - The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

- 35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access
 to technology and to help ensure that teachers are prepared to integrate technology
 effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- Accountability measures a description of the process and accountability measures that
 the applicant will use to evaluate the extent to which activities funded under the program
 are effective in integrating technology into curricula and instruction, increasing the ability
 of teachers to teach, and enabling student to reach challenging state academic standards.
- Supporting resources a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
- 36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
- 37. Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
 - has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - o has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that <u>does</u> receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

- 38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
- 39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
- 40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
- 41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
- 42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
- 43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
- 44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

- 45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
- 46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
- 47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
- 48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
- 49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - o Allows a teacher to communicate effectively with all students in the class.
 - o Allows all students in the class to learn.
 - o Has consequences that are fair, and developmentally appropriate.
 - o Considers the student and the circumstances of the situation.
 - o Is enforced accordingly.
- 50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

- 52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
- 53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
- 54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
- 55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
 - will be used to make decisions about appropriate changes in programs for the subsequent year;

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

- 56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
 - (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
- 57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

SIGNATURE PAGE

(Please sign in blue ink.)

Debra A. Bradley, Ed D
Print Name of Superintendent
Signature of Superintendent
Date

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

- 3.1 **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in section 9101(34).)
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: All students will graduate from high school.

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
 - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
 - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
 http://www.cde.ca.gov/psaa/api/index.htm
- California Basic Educational Data System (CBEDS)
 http://www.cde.ca.gov/demographics/coord/
- California English Language Development Test (CELDT) http://www.cde.ca.gov/statetests/celdt/celdt.html
- California High School Exit Exam (CAHSEE)
 http://www.cde.ca.gov/statetests/cahsee/eval/eval.html
- California Standardized Test (CST)
 http://www.cde.ca.gov/statetests/index.html
- DataQuest http://data1.cde.ca.gov/dataquest/
- School Accountability Report Card (SARC) <u>http://www.cde.ca.gov/ope/sarc/</u>
- Standardized Testing and Reporting (STAR) Program http://www.cde.ca.gov/statetests/star/index.html

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)

 $B: < \underline{http://www.colorado.edu/cspv/blueprints/model/overview.html} > (University of Colorado: Blueprints)$

C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention: Model Programs)

D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)

E: < http://www.gettingresults.org/ > (Getting Results)

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	Intended program outcomes and target grade levels. See research for proven effectiveness	comes and target g	ade levels. See r	esearch for pre	oven effectivenes	SS	
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All Stars TM	6 to 8	×	×	×			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		х	***************************************		A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	×			x		Ç
Child Development Project/Caring School Community	K to 6	x		x	×	×	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				×		C
Coping Power	5 to 8			×	X		C
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I Can Problem Solve	Pre-K				×		A, B, D
Incredible Years	K to 3				x	×	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12				Attablication	×	ن
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Development Program Parents x x C ip Parents x x B,C, ip Parents x x B,C, Parents x x C,	Home-Based Behavioral Systems Family Therapy	Families				×		C
Parents x x x B, C, ilp Parents x x B, C, Parents x x C,	Houston Parent-Child Development Program	Parents					×	C
tnership x x Parents x x	Multisystemic Therapy	Parents			x	x		B, C, E
Parents x	Nurse-Family Partnership	Parents		x				B, C,
	Parenting Wisely	Parents				×		C,

Preparing for the Drug Free Years	Parents (4 to 7)	х		×		×	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	Х	x	х		Market Mark & Market Market Market Market Market Market Market Market Market Market Market Market Market Market	B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					×	3
Stopping Teenage Addiction to Tobacco	Community		×		The state of the s		S
Strengthening Families Program	Families (4 to 6)	х		х	x	×	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

Research-based Activities	
Activities	Research Summaries Supporting Each Activity:
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65
	Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72
•	Getting Results Part I, page 100-101
	Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75
	Getting Results Part II, page 47-48
	Getting Results Part II, page 76-79
	Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105
	Getting Results Part II, page 26-28
	Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45
	Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106
	Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81
	Getting Results Part I, page 104-106
	Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72
	Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83
	Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28
	Getting Results Part II, page 42-43
	Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring	Getting Results Part I, page 121-123
Classrooms	Getting Results Part I, page 136-137
	Getting Results Part II, page 28
•	Getting Results Update 1

APPENDIX E

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

- A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)
- B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)
- C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)
- D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)
- E: < http://www.gettingresults.org/ > (Getting Results)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			Х			С
Aggression Replacement Training	School				Х		D
Aggressors, Victims, and Bystanders	6 to 9				X		D
Al'sPal's: Kids Making Healthy	Pre K to 2				х		D
Choices							
Baby Safe (Substance Abuse Free	Families	x	x	х			C
Environment) Hawaii							
Basement Bums	6 to 8		X				A
Be a Star	K to 6					X	C
Behavioral Monitoring and	7 to 8			X	х		C
Reinforcement							
Bilingual/Bicultural Counseling and	Communities	X		х			С
Support Services							
Bully Proofing Your School	K to 8				X		В
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				х		В
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					х	В
Colorado Youth Leadership Project	7	X				х	С
Comer School Development Program (CSDP)	School					х	В
Earlscourt Social Skills Group	K to 6					x	В
Program	1 100						
Effective Black Parenting Program (EBPP)	Families				х		В
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	Х	х		x	C
FAST Track	1 to 6				x		В
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	Х	X	х			D
Intensive Protective Supervision Program	Community				X		В
Iowa Strengthening Families Program	Family	x					В
Kids Intervention with Kids in School (KIKS)	6 to 12	x	х	х	x	x	С
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C,
Lion's Quest Working Toward Peace	5 to 9				X		D
Massachusetts Tobacco Control Program	7 to 12		Х				C
Michigan Model for Comprehensive School Health Education	K to 12	x	х	x			D

Open Circle Curriculum	K to 5		T	1	T x	x	D
Parent-Child Assistance Program (P-	Families	x		x	T		c
CAP)							
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12		1	x	x		c
Peer Coping Skills (PCS)	1 to 3				x		В
Peers Making Peace	K to 12			1	x		D
Personal/Social Skills Lessons	6 to 12		x			T	A
Preventive Intervention	6 to 8			x	I	Ţ	В
Preventive Treatment Program	Parents			X	х		В
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				х	x	C
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		х				A
Project PACE	4			1		х	C
Project SCAT	4 to 12		х				A
Project Status	6 to 12	1	1	x	x	x	В
Safe Dates	School				x		В
Say It Straight (SIS) Training	6 to 12	x			<u> </u>	<u> </u>	D
School Transitional Environmental	9 to 12			x	х	х	В
Program				1 "	1	"	
Smokeless School Days	9 to 12		x		1		A
Social Decision Making and Problem	1 to 6	x	<u> </u>	1	x		D
Solving			1				1
Social Decision Making and Problem	K to 5			1		X	В
Solving Program (SDM/PS)							
Socio-Moral Reasoning	School				x		В
Development Program (SMRDP)	<u></u>		<u>L</u>		<u> </u>	<u></u>	L
Storytelling for Empowerment	6 to 8	x	<u> </u>	x		I	C ·
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano	Communities	x	T	x			C
Youth & Families	<u></u>	\perp				L	L
Syracuse Family Development	Family	1	T		x		В
Program							
Teams-Games-Tournaments Alcohol	10 to 12	х					С
Prevention	<u></u>						
Teenage Health Teaching Modules	6 to 12		х				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		х				Α
The Scare Program	School				X		D
The Think Time Strategy	K to 9				х		D
Tinkham Alternative High School	9 to 12					х	С
Tobacco-Free Generations	8 to 12		X				A
Viewpoints	9 to 12		T		x		В
Woodrock Youth Development	K to 8	X	X	x	Ī	х	C
Project	<u></u>				<u> </u>	L	L
Yale Child Welfare Project	Families	T	T		x	T	В

MILL VALLEY & SAUSALITO MARIN CITY ATTENDANCE AGREEMENT Addendum #2 for 2011-2012

Parties

The parties to this Agreement are the Mill Valley School District (Mill Valley) and the Sausalito Marin City School District (Sausalito Marin City).

Purpose

The purpose of this Agreement is to extend the Attendance Agreement between the parties for an additional year. This extends the Agreement until June 2015.

Terms

This Agreement was deemed effective as of July 1, 2008, to remain in place for an initial 5 year term, concluding on June 30, 2013. The intent of both school districts was to extend the term of the Agreement by one year on an annual basis, but both school districts recognized that school financing remains volatile and that current law limits the duration of interdistrict attendance agreements to five years.

This Addendum #2 shall become effective when approved by the governing boards of both districts extending the Agreement until June 2015.

(**Please Note**: Term #1 of the original agreement was amended in May 2010. This amendment to Term #1 will remain in effect).

Mill Valley School District: Mu Benny Signature	4/20/2011 Date
Sausalito Marin City School District:	
Signature	Date
2/15/11	

TENNESSEE WOODS Addendum #9 for 2011-2012 School Year

Parties

The parties to the Tennessee Woods Agreement, effective July 1, 2001, are the Mill Valley School District (Mill Valley) and the Sausalito Marin City School District (Sausalito Marin City), formerly Sausalito School District.

Purpose

The purpose of this Addendum is to extend the Attendance Agreement between the parties for an additional year.

Terms

Both parties agree to extend the previously executed Attendance Agreement for an additional year. Thus, as extended, the Agreement continues through June 2016.

This Addendum #9 shall become effective when approved by the governing boards of both districts.

Mill Valley School District: Ken Benny, Superintendent	1/20/2011 Date
Sausalito Marin City School District:	
Dr. Debra Bradley, Superintendent 2/15/11	Date

TENNESSEE GLEN Addendum #11 For 2011-2012 School Year

Parties

The parties to this Agreement are the Mill Valley School District (Mill Valley) and the Sausalito Marin City School District (Sausalito Marin City), formerly Sausalito School District.

Purpose

The purpose of this Agreement is to extend the Attendance Agreement between the parties for an additional year.

Terms

Both parties agree to extend the previously executed Attendance Agreement for an additional year. Thus as extended, the Agreement continues through June 2016.

This Addendum #11 shall become effective when approved by the governing boards of both districts.

Mill Valley School District:	4/20/2011
Ken Benny, Superintendent	Daye /
Sausalito Marin City School District:	
Dr. Debra Bradley, Superintendent	Date

2/15/11

Sausalito Marin City School District 2011-12 School Calendar

	100	1_	1		I	1	7	Ta	,
,	M	T	W	Th	F	Days	August 12, 2011	Staff Dev. Day	
	8	 ^	10	11	12		August 15, 2011	Staff Dev. Day	
August	15		17	18	19		August 16, 2011	Teacher Work Day	
	22	23	24	25	<u> 26</u>		August 17, 2011	First Day of School	Week 1
	29	30	31		λ		August 26, 2011	Staff Dev. Day	Week 2
				1	公 2	 	September 2, 2011	Min. Day	
	니 5	6	7	8	9	 	September 5, 2011	Labor Day	Week 3
Sept.	12	13	14	15	16	 	September 14, 2011	Back to School Night Bayside	Week 4
	19		21	22	23	 	September 21, 2011	Back to School Night MLK	Week 5
	26		28	29	30				Week 6
Oct.	3	5 \$\text{7} 4	5	7 6	7		October 4&6, 2011	Parent/Teacher Conf. Bayside	Week 7
		11	12	13	14	20	October 10, 2011	Staff Dev. Day	Week 8
	17	18	19	20	21		October 21, 2011	End of 1st. Quarter - MLK	Week 9
	24	25	26	∑Z 27	28		October 25 & 26, 2011	Parent/Teacher Conf. MLK	Week 10
	31					<u> </u>			
Nov.		1	2	3	4		November 10, 2011	End of 1st Trimester-Bayside	Week 11
	7	8	9	10	11		November 11, 2011	Veterans Day	Week 12
	14	15	16	17	18	16			Week 13
	21	22	23	☐ 24	O 25		Nov. 21-25, 2011	Thanksgiving Recess	
	28	29	30						Week 14
Dec.				1	2		Dec. 19/11 to Jan. 2/12	Winter Recess	
	5	6	7	8	9	 	December 22, 2011	Classified in lieu Day	Week 15
	12		14	15	Α	 	December 23, 2011	Local Holiday	Week 16
	19		21		O 23		December 26, 2011	Chirstmas Holiday	
	☐ 26		28	29	30				
Jan.	7 2	3	4	5	6		January 2, 2012	New Year Holiday	Week 17
Jan.	9	10	11	12	13	 	January 3, 2012	Students Return to School	Week 18
	The second	17	18	19	20	 	January 13, 2012	End of 2nd Quarter-MLK	Week 19
	23	24	25	26	27	20	January 16, 2012	Martin Luther King Jr. Day	Week 19
	30	31		20	21		January 10, 2012	Iviatin Luttler King Jr. Day	WEEK ZU
	30	- 31							
Feb.	-	~	1		3	 	F-1 00 0040	n	Week 21
	6	7	8	9	10	 	February 20, 2012	Presidents' Day	Week 22
	13	14	15	16	17	16	February 20-24, 2012	Winter Recess	Week 23
			22	23) 24		February 24, 2012	Lincoln's Birthday - Local Holiday	
	27	28	29						Week 24
March				1	2		March 2, 2012	End of 2nd Trimester-Bayside	
	5	6	7	8	9		March 13 & 15, 2012	Parent/Teacher Conf. Bayside	Week 25
	12	13	14	∑ ` 15	16	22	March 23, 2012	End of 3rd Quarter-MLK	Week 26
	19	20	21	22	23		March 27 & 29, 2012	Parent/Teacher Conf. MLK	Week 27
	26	27	28	☆ 29	30				Week 28
April	2	3	4	5	6		April 13, 2012	Classified in lieu Day	Week 29
	9	10	- 11	12	▲ 13		April 9-13, 2012	Spring Recess	
	16	17	18	19	20	16			Week 30
	23	24	25	26	27				Week 31
	30								
May		1	2	3	4		May 16, 2012	Open House-Bayside	Week 32
	7	. 8	9	10	11		May 23, 2012	Open House-MLK	Week 33
	14	15	16	17	18	22			Week 34
	21	22	23	24	25		<u> </u>		Week 35
	28	29	30	31	20		May 8, 2012	Memorial Day	Week 36
June	page of the second	23	30	31	1			,	.,,,,,,,
Julie		r		\$ 7.			luno 7, 2012		Moo!: 27
	4	5		·····	8		June 7, 2012	Last school day for students/teacher w	vveek 3/
	11	12	13	14	15		June 8, 2012	Teacher Work Day	
ᆛ	Legal holiday		Na school an	"shaded days"		}	Days of Student Attenda	······	
$\stackrel{\checkmark}{\sim}$	Teacher work	day/Staff Dvlp	t.				3 Total Teacher Work Day		
<u></u>	Minimum day						7 Minimum Days per scho		
_0	Local holiday						1 Staff Development Day/0		
<u> </u>	In lieu day				~~~		2 Teacher Work Days/Con	tract/Salary Schedule	
	1					1	3 Staff Development Days		1

BOARD OF TRUSTEES OF THE SAUSALITO MARIN CITY SCHOOL DISTRICT

APPRECIATION OF SAUSALITO MARIN CITY SCHOOL DISTRICT EMPLOYEES

RESOLUTION #636

WHEREAS, the teachers, classified staff, support staff and administrators of the Sausalito Marin City School District have dedicated their lives and talents to the education of our students – our community's most precious and important resource: and

WHEREAS, the Sausalito Marin City School District Board of Education acknowledges the special skills required of our staff in serving the most challenging and rewarding students; and

WHEREAS, the Board recognizes that it is all staff who help achieve the goal of providing leadership in quality education programs that are student-centered, accountable, and cost-effective; and

WHEREAS, the Board has the utmost respect for the work of each employee with students, parents, districts and the community.

NOW, THEREFORE, BE IT RESOLVED that the Sausalito Marin City School District Board of Education proclaims the week of May 9, 2011 as a time for employee recognition. In doing so, the Board expresses its sincere appreciation to all employees in whatever role, who daily make the education of students possible and thereby affect eternity.

THIS RESOLUTION WAS ADOPTED by the Sausalito Marin City School District Board of Education at a public meeting on April 28, 2011.

AYES	NOES	ABSENT	
ATTEST:			
President of the B	oord	Clerk of the Board	
riesident di the D	ualu	Cierk of the board	

San Rafael Elks Lodge No. 1108
Marin Association of Superintendents
Marin County School Boards Association
Marin County Office of Education

Present the

2011 Golden Bell Education Ceremony

A Special Recognition of Teachers and Innovative, Exemplary, Educational Programs

Honoring

Merrill Boyce, School Trustee of the Year
Dr. Jan LaTorre-Derby, Educator of the Year
Barbara McCune, Classified Employee of the Year (posthumously)
Maria Sharp Tinnel, Marin County Teacher of the Year

Thursday, May 26, 2011

Dominican University of California – Angelico Hall 50 Acacia Drive, San Rafael

Time: 4:30 p.m. Program

6:00 p.m. Guests are invited to Caleruega Hall for light refreshments.

Price: \$20.00 per person Reservations are required by **May 13, 2011 Be sure to get your reservations in on time.**

Register on-line at: http://signup.marinschools.org/specialevents.asp

- Click on "Golden Bell Awards"
- Enter the number of guests by clicking on "Options"
- Click "Submit" and follow the directions from there to complete your registration and payment
- Note: only one email address is required for your entry(ies)

For more information or assistance please call (415) 499-5879.

Directions to Dominican University of California:

From the North: Take Highway 101 south to the Central San Rafael exit. Turn left onto Mission Avenue. Turn left onto Grand Avenue and travel approximately one mile to Acacia Avenue.

From the South: Take Highway 101 north and take the Central San Rafael exit. Turn right onto Second Street. Turn left onto Grand Avenue and travel approximately one mile to Acacia Avenue.

Sausalito Marin City School District Minutes

Created: April 22, 2011 at 10:16 AM

Special Board Meeting

March 22, 2011 Tuesday, 05:00 PM District Office 630 Nevada Street

Sausalito

Attendees

Karen Benjamin Thomas Newmeyer Shirley Thornton Mark Trotter William Ziegler

Meeting Minutes

Trustee Mark Trotter participated via teleconference for the first portion of the meeting.

Superintendent Debra A. Bradley was absent.

Others Attending: Tenysha Adams, Nancy Johnson, Lakeshia Clay, Carol Cooper, Beatrice Morgan, Glenda Gentry, Barbara Morgan, Taneeja Striplin, Stacy Stewart, Guadalupe Martinez Beltran, Barbara Mason, Rainer Baker, Noheme Aquilar, Manuel Mazrieses, Edgar Maldonado, Esther Williams, Alexis Wise, Julius Holtzclaw, Rebecca Courtney, Mary DeMund, David Solo, Wendy Cliff, Ray Menaster, Robert Hollingsworth, Tenisha Tate, Barbara Geisler, A. Quamina, Megan Bolduc, Jenny Schmidt, Steve Knudsen, Lesia Knudsen, S. Ashby, Aaron Flaster, Clark Warden, Chad Carvey, Susan Newmeyer, Jennifer Atterman, Kristine Duran, Deandra Drike, Wesley, Ellen Franz, Elberta Eriksson, Frances Nelson, Melba Banks, Kahaya Adams, Marty Perlmutter, Sharon Turner, Demetrius McClinton, Teddy Southern, Tuon Nong, Elizabeth Walsh, Tonja Standley, Shamila Austin, Wesley Jones, Lisa Goodrich-Boyd, Pamela Dake, Jonnette Newton, Caloline Van Alst, Yolanda Morgan, Corinna Hensley, Vicki Nichols, Brandi Lemire, Kerry Peirson, Forrest Corson, S. Spoeng, Joanna Jones, Edgar Furlong, Donald Jen, Hillair Bell, Alison Niederer, Bob Crose, Matt Helmenstine, Jewel Barrow, _ Hey, Bob Crose, Paris Lee, Annie Wilson, Alesia Cook, Hazel Goff, Brooke Toczylowski, Terrie Green, Royce McLemore, Susan Cassidy, Jeff Kutash, David Zapol, Kate Tallant and Kathy Blazei taking minutes

CALL TO ORDER

Minutes

President Newmeyer called the meeting to order at 5:12 pm. He announced that the meeting would be 'open mike', that cards would not be required and that individuals' public comments should be limited to three minutes each. Meeting Facilitators from FSG, Mr. Jeff Kutash and Mr. David Zapol, were introduced to facilitate discussion in three categories: Vision for the District, Search for a New Superintendent, and Structuring the District for Success. President Newmeyer read the Public Memo of March 10, 2011.

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

2. Approval of Agenda Order (4)

Minutes

The agenda order was approved.

STRATEGIC INITIATIVE/PLANNING

1. The Board of Trustees will gather community input on the district's vision, the search for a new superintendent, and how to structure the district for success.

Minutes

Process

Jeff Kutash, Facilitator, explained that the Board would listen and FSG would capture community comment. He began by asking for comments on the process.

Public Comment

- Ray Menaster: The website is not up to date; neither the Board nor school principals attend meetings or events in the community.
- Vicki Nichols: What types of funding are available for a public school and for a charter? Consider the economic impact; 5:00 pm is too early to begin a meeting.
- Hillair Bell: What is the timeframe for decisions about schools and for hiring?
- President Newmeyer: There will be no decisions before these meetings all take place; there are not unanimous views by board members on some of these topics; there will be no changes by Fall 2011, possibly by Fall 2012.
- Nancy Johnson: What is the Board's role in serving the students and community?
- President Newmeyer: It is premature to respond to this question.
- Barbara Geisler: Will there be no superintendent until Fall 2012?
- President Newmeyer: A superintendent will be hired as soon as possible.
- Barbara Geisler: Will there be two charters and no public school?
- President Newmeyer: That is all to be determined.
- Amy: A lot of information is coming from the Marin IJ; could the Board put out something of its own? What are the differences between public and charter schools?

President Newmeyer: We will try to put something on the website.

Jeff Kutash: Charter and traditional schools are both public schools; there are good and bad examples of both.

General Comment: An outline of tradeoffs would be helpful.

Vision

President Newmeyer reviewed the District's current vision: 'All students are academically and socially prepared to compete and be successful at each grade level.' How do we make that a reality and follow through, turn challenges into successes? He then reviewed comments from previous Board study sessions to describe an:

<u>Effective District</u>: community engagement, human capital, accountability, comprehensive instruction, and <u>Effective Schools</u>: parent engagement, high expectations, strong leadership,

quality teaching, support services.

Public Comment:

- Ray Menaster: Add more African American history and culture to curriculum.
- Paris Lee: Focus more on becoming a college preparatory elementary school; use more community enrichment programs; prepare students to be enriched and college bound; support our teachers; focus on our own community.
- Alesia Cook: Martin Luther King, Jr. Academy (MLK) needs a steady structure and principal; continuity improves student performance; kids become confused by different principals' expectations; lot of kids need more structure than they receive at home; teachers need more support staff; parents need to be involved.
- Wendy Cliff: Regarding Sausalito vs. Marin City differences, the District name emphasizes the differences; rename the District based on what you have in common.
- Trustee Thornton: We came from Sausalito School District, added Marin City to the name, and emphasized that we are 94965.
- Steve Knudsen: More parents should sit with the students who need assistance during the
 day and support the teachers; many students are challenging by personality; parents could
 help make the program run smoother; more community people need to become involved in
 the schools.
- General Comment: Ms. Newton has no tolerance for bad behavior; the teachers will not leave anyone behind. Staff was complemented.
- Alison Niederer: Add student engagement to the vision. Will the remaining two meetings be the same or different?
- Jeff Kutash: The next meeting (April 7) will be a repeat of this one; at the third meeting (April 21), we will come back with what we have heard in the first two.
- Marty Perlmutter: Don't invite but demand parent input and parent engagement; nothing will work without parent engagement; require it!
- Royce McLemore: There are concerned citizens who do not have relatives in the school
 district; they have an obligation to support the parents who have children in the school
 district; we in community need to support our parents. Parents (she has spoken with) want
 smaller children at Bayside and older children at MLK; they don't want them to come together
 nor do they want a charter school; they want the teachers they have. The Board cannot
 decide what is best for other people's children on its own. Ms. McLemore supports what the
 parents want and encourages all parents to speak up regarding what they want.
- Fran Nelson: Adjust the basic vision to add being successful citizens of the world; the current language sounds like we are only interested in students' annual test scores; we want them to be good, intelligent, well informed citizens in the future.
- Elberta Erikkson: Prepare students to be part of the world; our children have been raised with such a narrow view. The community needs to feel they have ownership an open system, not a closed system in the school district.
- Susan Cassidy: Think outside the box why can't we do what the charters do? We are very heavy on consultants and specialists; use that money for the children. Require strong leadership and give more leadership to the principals.
- Leketia Clay: Keep it in the community; we need more parent participation; why take the new school away? Give it a chance; kids need a full chance; keep the money here; we don't need a charter school; don't take this away from our kids and community; give everyone a chance staff, students and parents.

Facilitator Kutash asked for Board input. What resonates?

- Trustee Ziegler: Parents have to be involved.
- Trustee Thornton: When things don't work, you want to reorganize; stick to it!
- Trustee Benjamin: There is a strong need for the Board and teachers to know what is going on in both communities; there is a separation there and we need to make future decisions with that involvement. We are concerned about kids getting the best education but if

communities can't back us up on what we want to give, it is not going to work. This is food for board discussion, to culminate with your thoughts and desires.

- Trustee Trotter: No comment.
- President Newmeyer: Losing Stephen Strachan was huge; a principal is paramount for MLK. We are sitting opposite one another but might be better as a circle. We passionately believe that all kids can get a good education; we intend to keep talking with community.

Search for a Superintendent

President Newmeyer read search criteria and selection process recommendations from prior study sessions.

Public Comment:

- General Comment: How will an advisory committee be chosen?
- President Newmeyer: That is to be determined.
- Julius Holtzclaw: Can the position be someone who can perform dual roles since we want to maximize dollars? We need someone to publicize the great things we do at the District in both locations; I'm tired of hearing that we are underperforming; we may not be satisfied with our position in the county but we are well above state norms; we have highly qualified staff; the Board let some good staff get away. A charter is not the answer; we need to determine how to get parents involved; if they are not involved now, they will not be involved if we become a charter.
- Stacy Stewart: I chose a public school, not a charter school; if we wanted our kids in a charter, our kids would already be in Willow Creek Academy (WCA); we don't want this taken from us; we have the option to choose a charter school if we want it.
- Hillair Bell: A superintendent search is a big commitment; committee members need to be willing to make that commitment; what is the criteria for the search committee for instance, interviewing skills? Consider professional screening.
- Susan Cassidy: Neither teachers, principals, nor parents are currently indicated on plans for an advisory committee.
- Trustee Thornton: We should consider increasing the number of advisory committee members to more than five.
- President Newmeyer: I have personally been focused on the MLK principal search and am not ready on the superintendent search.
- Susan Cassidy: There are different models of leadership; do you have any models of leadership in mind to hone in on what SMC wants and would it be shared with the committee?
- President Newmeyer: There has been no work to date on this.

Facilitator Kutash asked for Board input. What resonates?

- Trustee Ziegler: I hear tremendous loyalty to district and schools; we want this to be a top flight school; loyalty will intensify if we do that; it's a huge job. Tell us more of what you are feeling; structure has to be responsive to community but we cannot lose sight of becoming top flight schools. How can we get there? What key things can we do? The money should go where it will be used most effectively. We need a top rate principal and superintendent; top flight people have to be paid. If we keep doing what we've been doing, we will not get there.
- Trustee Thornton: The District has two California Distinguished Schools; we do not have schools in improvement; we can't castigate our success. Scores have gone from 300s to 800s; somewhere in there is some applause. A dual superintendent needs to be discussed by the Board. The superintendent can help encourage parent involvement.
- Trustee Benjamin: I am concerned about a principal splitting their time between schools. Superintendents have other obligations; a split would leave one area suffering; I am not really in favor of a superintendent/principal either. We have very caring people; sometimes we just burn them out. There should be more than five people on the advisory committee without becoming unwieldy; people will have to commit to a lot of time.

- Trustee Trotter: No comment.
- President Newmeyer: It is early in the process; I have been focused on the MLK principal.
 Splitting was brutal on Cherisse Baatin. Teachers and individuals who help all say the kids need a lot of time; we need a principal at MLK all the time.

Structure

President Newmeyer reviewed that the school board may also need to address structural challenges in the District to deliver on the strategic vision. Initially, the Board together with FSG, examined different ways to look at structure to maximize instruction, time, and people in the classroom. The Board wants to address what they hear with all sorts of options.

Public Comment

- Mary DeMund: Work toward a goal of one K-5 school on the Bayside campus. The most positive thing to happen is the incredible gains Bayside students have made; they are not that divergent from WCA. Consider one school on that campus; the time has come; the Board has given a lot of positive energy to WCA; with the same given to Bayside, we can continue those educational gains. Initiate more shared activities such as classroom projects and parent meetings. Bayside was built for all children of this district; it would be a travesty to take the children of Marin City away. MLK was built to be a middle school; consider making MLK into a magnet school with a specialized curriculum.
- Julius Holtzclaw: I echo Mary DeMund on making MLK a magnet school; what attracts parents
 to WCA is the program they offer; have the magnet school discussion. We don't want anyone
 (staff) come to our office and feel overwhelmed; they will leave; they need our support. Give
 teachers more of a lead teacher opportunity to make a split principal/superintendent position
 possible; other small districts do that.
- Royce McLemore: Consider a merge with WCA into one elementary and one middle school; this is not about the money.
- Jennifer Atterman: Bayside teachers have thanked WCA teachers for lending support to the board meetings; we don't have animosity towards one another; we need collaboration across all three schools – we care about each other.
- Alesia Cook: A principal is needed that will work with parents; schools could be doing more to raise funds; we need structure from the top (leadership) to make this work
- Parent: There are no Bayside or MLK parents on this board; I need someone interested in what I want.
- Parent: We need more information about the feeling of inequality; do you have facts? It diverges from comments made by teachers. Do you want equality in the district or in education?

Facilitator Kutash asked for Board input. What resonates?

Trustee Ziegler: We want parents involved in the schools and if they are involved, they will run for this board. We need to improve the schools and preserve our identity. We need to spend more time on our identity. Structure is useful but is not the most important – go outside the box, we need more in the box.

- Trustee Thornton: We need to continue working, break the silence and be very clear no doublespeak; I have concern for spending time on form and not on substance.
- Trustee Benjamin: There are systemic issues that need to taken care of so we can move on; the Board is listening tonight; this is very informative; I am looking forward to the next two events to get more input and information.
- President Newmeyer: There is a teacher disconnect between tonight and comments by other teachers. He read from a proposal received from MLK teachers, Natasha Griffin, Carmen Rivera and Debra Moore. The kids are bright; the parents are articulate but I am also hearing from teachers. Money is a concern; a lot is paid by Marin Community Foundation (MCF)

today; looking long term we need to review structure. I am also intent on a principal who sticks around. We need the dialogue and at the end of the day, we need to look at a lot of factors. We need to make smart decisions and we plan to do that.

Trustee Thornton: Add magnet schools to the information to be put on the website about charter schools and traditional schools.

Facilitator Kutash thanked everyone attending for sharing their emotions and their passions for their children. He thanked the Board for opening up the meetings.

Sharon Turner: It took three months to get here; when will there be a decision on structure?

President Newmeyer: It will be at least Fall 2012.

Trustee Ziegler: We have to be comfortable with the decisions.

ADJOURNMENT

Minutes

The meeting adjourned at 7:25 pm.

Signature/Date

Title

Board Clerk

Sausalito Marin City School District Minutes

Created: April 22, 2011 at 09:57 AM

March 24, 2011
Thursday, 07:00 PM
District Office
630 Nevada Street
Sausalito

Attendees

Karen Benjamin
Thomas Newmeyer
Shirley Thornton
Mark Trotter
William Ziegler
Debra Bradley

non-voting

Meeting Minutes

Trustee Trotter participated via teleconference.

Trustee Thornton arrived at 6:35 pm.

Others Attending: Alice Brown, Marika Bergsund, Shelley Brown, Ron Greene, Kay Wernert, Leslie Johnson, Jonnette Newton, Bennetta McLaughlin, Lynda Storek, Barbara Clifton Zarate, LaDonna Bonner, Susan Cassidy, Julius Holtzclaw, Clark Warden, Ellen Franz, Jim Scullion, Amelia Corbett-Green, Kelly Browning, Natasha Griffin, Margie Bonardi, Forrest Corson and Kathy Blazei taking minutes

CALL TO ORDER

Minutes

President Newmeyer called the meeting to order at 6:00 pm.

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

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

Minutes

There was no public comment.

CLOSED SESSION

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

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

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

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

Minutes

Open session was convened at 7:10 pm.

1. Report Out from Closed Session

Minutes

President Newmeyer reported that the Board had voted in closed session, before Trustee Thornton's arrival, to accept the Mediated Tentative Agreement settling contract negotiations between the Sausalito Marin City School District and the Sausalito District Teachers Association

W)

M/s/c Trotter/Newmeyer Ayes 5 Noes 0 Absent 0

(D)

Motion made by: Mark Trotter Seconded by: Thomas Newmeyer

<u>Votes</u>

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

2. Pledge of Allegiance

Minutes

Trustee Ziegler led the Pledge of Allegiance.

3. Approval of Agenda Order

Minutes

M/s/c Thornton/Benjamin/all to approve agenda order

Motion made by: Shirley Thornton Seconded by: Karen Benjamin

Votes

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

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

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

Minutes

There was no public comment.

RECOGNITION

1. Recognition of Dr. Debra A. Bradley, Superintendent (D) Superintendent Dr. Debra A. Bradley has announced her retirement effective July 1, 2011.

Minutes

Mr. LaMonte Bishop, Senior District Representative, Office of Senator Mark Leno, presented Dr. Bradley with a Certificate of Recognition to honor her on her retirement from the school district.

Mr. Nick Ely, Marin Field Representative, Office of Assemblymember Jared Huffman, presented Dr. Bradley with a Proclamation.

Ms. Leslie Alden, Aide to Supervisor Charles McGlashan, presented Dr. Bradley with a Certificate of Recognition, adding that it was a pleasure to get to know her over the years.

Ms. Kay Wernert, Executive Director of Marin Head Start, presented Dr. Bradley with a Certificate of Appreciation on behalf of families and children in Marin County.

Board members thanked Dr. Bradley for her guidance and service to the District.

Dr. Bradley prefers the term 'redirection' to 'retirement'. She recalled that her tenure of over four decades began in public education with pink slips every year and the possibility of not being able to come back to her workplace, still the plight of educators. She acknowledged that it has been an honor to work in the Sausalito Marin City School District and feel the extraordinary support of everyone for the District's efforts to increase students' scores. Construction projects made possible by the bond and Marin Community Foundation's support for the arts for the children have been highlights of her time with SMCSD. Dr. Bradley now looks forward to redirection and all that it will bring. She added a heartfelt, "Thank you all very much".

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

1. California School Employees Association

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

Minutes

Mr. Julius Holtzclaw sunshined contract negotiations for CSEA, indicating CSEA's desire to:

- Negotiate Article XIX Duration (A new contract term from July 1, 2010 to June 30, 2013),
- Preserve the right to re-open Article VII Health and Welfare Benefits at a date in the near future.

Mr. Holtzclaw also wished Superintendent Bradley a very happy retirement.

PRESENTATIONS

1. School Gardens (D)

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

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

Minutes

Ms. Marika Bergsund made a Power Point presentation about the school gardens. The garden program is in its second full year, and is in its first year in the classrooms. Discussion of curriculum, activities, field trips, pickling and cooking demonstrated the diversity of the garden programs. Ms. Bergsund, reported a \$10,000 increase in the grant funded by Milagro this year. Community outreach has been launched to develop a parent/student group so that nutrition education can be brought home - inspiration for healthier living in the community.

Ms. Bergsund shared that in working toward program sustainability, she has raised \$11,500 in funding, a donation of flagstone valued at \$5,000 to surround a gazebo and, a donation of lumber to build a gazebo and handicap/senior access boxes for the gardens.

Ms. Shelley Brown acknowledged Superintendent Bradley on her retirement and presented her with a photo book of the school gardens. Similar books were presented to Marika Bergsund, Natasha Griffin and Kelly Browning. Amelia Corbett-Green, who had to leave early, was also acknowledged. All were thanked for their commitment to the success of the gardens and gardening program.

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

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

Minutes

Ms. Barbara Clifton Zarate provided an overview of the school readiness initiative in Marin County to support children and families in a holistic way. She informed the Board that First Five is among organizations targeted for state budget cuts, but noted that there is a promising collaboration with the Pre to 3 Initiative.

Ms. LaDonna Bonner presented an overview of the Marin City School Readiness program, which focuses on children 0-5 and their families.

Ms. Bonner reported that:

- The program has served 150 families in the past 4 years.
- Collaboration with the District on the Summer Bridge program involves work with kindergarten teacher, Jennifer Banks.
- The 'Friday play group' has expanded to 3 days per week.
- In-home workshops are being held throughout the year.
- Monthly meetings, January through the summer, plus Summer Bridge, prepare parents to think ahead about getting ready for school.

Family survey findings from the last Summer Bridge program were also presented.

Trustee Thornton requested the provision of a vocabulary list to families of words that would be helpful to children entering school. Ms. Clifton Zarate will provide the list of words from their curriculum.

Ms. Bonner values the collaboration with the school district and would like to provide quarterly updates to the Board.

EDUCATION

1. Principal's Report - Bayside Elementary School Minutes

Principal Jonnette Newton's report included:

- · Gratitude for the garden nutrition program and the grant that provides it
- Family Math Night The Price is Right: For families of 2nd and 3rd grade students, Tuesday, March 29, 6:00 to 7:00 pm, Martin Luther King, Jr. Academy, 200 Phillips Drive, Marin City
- Spring Break: Week of April 11
- STAR Testing: April 26, 27 and 28.

Ms. Newton thanked Superintendent Bradley for her guidance and support and wished her luck on her redirection.

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

<u>Minutes</u>

Superintendent Bradley introduced Ms. Lynda Storek, who replaces Ms. Karen Brinkman as Interim Principal at Martin Luther King, Jr. Academy until the end of the current school year.

Interim Principal Storek thanked Superintendent Bradley and the Board of Trustees for the opportunity. She reported that she has worked with the District for five years and is excited to begin working with the students. She invited Board members to visit MLK.

3. Head of School's Report - Willow Creek Academy (7) Minutes

There was no report for Willow Creek Academy. WCA Head of School, Carol Cooper, was attending a WCA Open House for prospective parents.

4. Enrollment Report (D)

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

Minutes

Business Manager, Margie Bonardi, reported enrollment as of March 18, 2011: Bayside Elementary School 123; Martin Luther King, Jr. Academy 44; Willow Creek Academy 219.

BUDGET

1. Willow Creek Academy Second Interim Report (9)

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

Minutes

Mr. Clark Warden, WCA Treasurer, expressed his appreciation for all that Superintendent Bradley has done over the years and for her support; he wished her well.

Mr. Warden provided a brief overview of assumptions built into the budget and noted what WCA is trying to save funds to carry over to the next school year, considering what is going on at the state level. WCA anticipates continued growth.

M/s/c Ziegler/Thornton/all to accept Willow Creek Academy's Second Interim Report

Motion made by: William Ziegler Seconded by: Shirley Thornton

Votes

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

2. Willow Creek Academy Financial Report

Financial Statements for January and February 2011

Minutes

There was no oral report.

3. FSG Contract Extension and Funding (v)

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

<u>Minutes</u>

The Board discussed an extension of the FSG contract to continue its work with the Board. Trustee Trotter is discussing the possibility of a commitment from the Marin Community Foundation for continued support. Trustee Trotter recommended this discussion be tabled for action until the Board meeting of April 7.

President Newmeyer suggested a more user friendly room set up at meetings with the community, using smaller group stations for discussion of the topics.

Trustee Thornton suggested the District website be linked to other websites that can provide information requested by the audience at the March 22, 2011 special board meeting regarding the differences between traditional schools, charter schools and magnet schools.

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

The Board will discuss a service contract with Middleton, Young and Minney LLP in an amount not to

exceed \$18,000. Minutes

Susan Cassidy thanked Superintendent Bradley for recognizing the work of the teaching staff. Rigorous work led to Bayside Elementary School's designation as a California Distinguished School. Ms. Cassidy also complemented everyone who works with the school gardens for a beautiful job on the garden program.

Ms. Cassidy addressed the Board to:

- Ask them to restate the vision to say that we want our children to be leaders in their field
- Ask them to hold off on spending for charter school legal counsel and meeting facilitators and instead talk with people about what they want.

President Newmeyer explained that the Board has questions for clarification about charter schools. Trustee Thornton asked whether the California Department of Education or a charter school association might speak to the Board without cost.

President Newmeyer stated he would be interested in all valid resources; however, the Board needs the authority to speak with legal counsel. Trustee Ziegler agreed, adding that he would like answers to see if a charter school makes sense, answers that could influence Board discussion. He asked Board members about the possibility of having a meeting with an expert present.

Trustee Benjamin suggested the California School Boards Association as a resource.

Trustee Trotter added that, with time and energy being spent, the Board needs accurate answers on questions it has; the recommended legal counsel is very experienced in this field.

Trustee Thornton asked if the legal counsel could also speak about magnet schools.

President Newmeyer clarified that the \$18,000 amount stated on the agenda is a not to exceed figure.

Trustee Benjamin offered to meet with Superintendent Bradley very soon to formulate questions to be asked of legal counsel.

M/s/c Trotter/Newmeyer/Passed (Thornton opposed) to approve the service contract with Middleton, Young and Minney in an amount not to exceed \$18,000

Motion made by: Mark Trotter Seconded by: Thomas Newmeyer

Votes

Karen Benjamin Yes
Thomas Newmeyer Yes
Shirley Thornton No
Mark Trotter Yes
William Ziegler Yes

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

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

Minutes

M/s/c Trotter/Newmeyer/all to approve the service contract with Orbach, Huff & Suarez LLP
A termination notice will be sent to Dannis Wolver Kelley.

Motion made by: Mark Trotter Seconded by: Thomas Newmeyer

Votes

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

CONSENT AGENDA

Minutes

M/s/c Trotter/Benjamin/ - Roll Call Ayes 5 Noes 0 to approve, accept or ratify Items 1 - 14 of the Consent Agenda.

- 1. Approval of the minutes of the regular board meeting of February 17, 2011 (7) (7)
- 2. Approval of the minutes of the Facilities Committee meeting of February 23, 2011 (V) (C)
- 3. Approval of the minutes of the 4:30 pm special board meeting of March 2, 2011 (1) (1)
- 4. Approval of the minutes of the 7:30 pm special board meeting of March 2, 2011 (a) (c)
- 5. Approval of the minutes of the special board meeting of March 10, 2011 (1) (1)
- 6. Ratification of Field Trip to Muir Woods

 Address: Mill Valley; Date: 03/14/11; Teachers: Cassidy/Scullion; Grades: 1/2; Standards Supported: Life Science 2.0; Funding: YMCA; Cost: No cost to the District
- 7. Ratification of Field Trip to Muir Woods & Pan Toll (*) (C)
 Address: Mill Valley; Date: 03/18/11; Teachers: Hammons/Franz/Mitchell; Grades: 3/4/5;
 Standards Supported: Life Science 2.0/3.0; Funding: YMCA; Cost: No cost to the District
- 8. Approval of the Education Techology Plan, July 1, 2011 June 30, 2014
- 9. Approval of the Bilingual Tester Waiver Request (v) (c)

- 10. Ratification of the 2010/2011 District Emergency Preparedness Plans (v) (c)
- 11. Acceptance of the resignation of employee #47032 effective February 1, 2011 💎 🤭
- 12. Acceptance of the resignation of Employee #47063 effective March 25, 2011
- 13. Acceptance of the resignation of Employee #47011 effective June 30, 2011 (c) (c)

14. Payment of Warrants (V) (C)

Payment of warrants under:

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Batch 43 Fund 01 in the amount of $43,131.11
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Batch 43 Fund 13 in the amount of \$2,911.58

Batch 43 Fund 40 in the amount of \$896.25

Batch 44 Fund 01 in the amount of \$80,414.81

Batch 44 Fund 13 in the amount of \$10.25

Batch 45 Fund 01 in the amount of \$25,460.82

Batch 45 Fund 13 in the amount of \$11.65

Batch 46 Fund 01 in the amount of \$21,700.08

Batch 46 Fund 13 in the amount of \$2,427.70

Batch 47 Fund 01 in the amount of \$104,518.87

Batch 47 Fund 13 in the amount of \$2,545.00

Batch 47 Fund 40 in the amount of \$36,446.37

Batch 48 Fund 01 in the amount of \$98,115.43

Batch 49 Fund 40 in the amount of \$13,918.80

Batch 50 Fund 01 in the amount of \$53,648.69

Batch 50 Fund 13 in the amount of \$2,920.35

Batch 50 Fund 40 in the amount of \$3,139.80

Batch 51 Fund 40 in the amount of \$7,480.00

ADMINISTRATIVE AND EXTERNAL

1. Resolution #633 to support placing a measure on the June 2011 ballot calling for a revenue extension to protect schools and students w

Minutes

M/s/c Trotter/Thornton/ - Roll Call Ayes 5 Noes 0 to approve Resolution #633 to support placing a measure on the June 2011 ballot calling for a revenue extension to protect schools and students

Motion made by: Mark Trotter Seconded by: Shirley Thornton

<u>Votes</u>

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

2. Resolution 634 to support Senate Constitutional Amendment 5 (SCA 5) to reduce the

two-thirds vote requirement on parcel taxes to 55% (V) **Minutes**

M/s/c Thornton/Newmeyer/ - Roll Call Ayes 5 Noes 0 to approve Resolution 634 to support Senate Constitutional Amendment 5 (SCA 5) to reduce the two-thirds vote requirement on parcel taxes to 55%

Motion made by: Shirley Thornton Seconded by: Thomas Newmeyer

Votes

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

1. President's Report

Minutes

There was no President's report.

2. Board Member Reports W

Minutes

Trustee Thornton acknowledged the generosity of the Rotary Club of Sausalito for donating:

- \$5,000 to the Bayside Elementary and Willow Creek Academy after school program providers, Girls and Boys Clubs of Marin and Southern Sonoma Counties, and
- \$1,000 to the Sausalito Little League.

The Rotary Club of Sausalito also donates dictionaries annually to third grade students at Bayside Elementary and Willow Creek Academy.

3. Superintendent's Report (V)

Minutes

Superintendent Bradley reported that the Marin County Office of Education would be conducting an Interdistrict Attendance Workshop should board members wish to attend. The flyer will be emailed.

Superintendent Bradley distributed the draft minutes of the March 22, 2011 special board meeting with the community.

Ziegler/Trotter/all to publish the draft minutes due to high community interest.

Motion made by: William Ziegler

Seconded by: Mark Trotter

<u>Votes</u>

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

SAVE THE DATE

1. Future District Board Meeting Dates

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

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

2. Future Charter School Board Meeting Dates

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

April 20 May 18 June 15

3. Upcoming Events and Important Dates

March 29 MLK Parent Student Teacher Conferences; MLK Minimum Day

March 31 MLK Parent Student Teacher Conferences; MLK Minimum Day

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

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

April 9-11 NSBA Annual Conference

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

April 15 Classified In Lieu Holiday

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

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

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

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

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

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

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

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

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

May 26 Golden Bell Education Evening

May 30 Memorial Day - No School - All Schools

ADJOURNMENT

renderganin 4-28-11 Board. Clerk Signature/Date

Sausalito Marin City School District Minutes

Created: April 05, 2011 at 04:30 PM

Special Meeting April 04, 2011 Monday, 04:30 PM District Office

630 Nevada Street Sausalito

Attendees

Karen Benjamin Thomas Newmeyer Shirley Thornton Mark Trotter William Ziegler Debra Bradley

non-voting

Meeting Minutes

Trustees Thomas Newmeyer and Mark Trotter participated via teleconference. Also attended by District Legal Counsel, Alison Neufeld

CALL TO ORDER

The meeting was called to order at 4:32 p.m.

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

Minutes

There was no public comment.

CLOSED SESSION

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

PERSONNEL

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

OPEN SESSION

1. Report Out from Closed Session

Minutes

Trustee Benjamin reported that there was nothing to report out of closed session.

ADJOURNMENT

Minutes

The meeting was adjourned at 4:45 p.m.

oyunin+28-11 Board Clark

Sausalito Marin City School District Minutes

Created: April 08, 2011 at 03:30 PM

Special Board Meeting

April 07, 2011 Thursday, 06:00 PM

Bayside Elementary School Multipurpose room 630 Nevada Street Sausalito

Attendees

Karen Benjamin Thomas Newmeyer Shirley Thornton Mark Trotter William Ziegler

non-voting

CALL TO ORDER

Debra Bradley

Minutes

President Newmeyer called the meeting to order at 7:08 pm.

1. Addressing the Board Prior to Open Session @

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

<u>Minutes</u>

There was no public comment.

2. Approval of Agenda Order (1)

Minutes

Trotter/Benjamin/all to approve agenda order

Motion made by: Mark Trotter Seconded by: Karen Benjamin

Votes

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

BUDGET

1. FSG Contract Extension and Funding (1)

Discussion and Possible Action.

Minutes

Trustee Trotter has been engaged in conversation with Marin Community Foundation regarding the possibility of additional funding to extend the FSG contract. The consensus is that there should be

additional discussion and modification of the agreement following the April 7, 2011 board meeting. Action on this item is tabled until the next board meeting.

2. The Board of Trustees will consider the engagement of Marin County Superintendent of Schools Mary Jane Burke to provide interim advisory support regarding operational issues following the retirement of Superintendent Debra A. Bradley and Business Manager Margaret Bonardi.

Discussion and Possible Action **Minutes**

Ziegler/Trotter/all to engage Marin County Superintendent of Schools Mary Jane Burke to provide interim advisory support regarding operational issues following the retirement of Superintendent Bradley and Business Manager Bonardi.

Superintendent Bradley departed the meeting following this item.

Motion made by: William Ziegler Seconded by: Mark Trotter

Votes

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

STRATEGIC INITIATIVE/PLANNING

1. The Board of Trustees will gather community input on the district's vision, the search for a new superintendent, and how to structure the district for success.

Minutes

President Newmeyer introduced FSG representatives: Eva Nico, Christina Greenberg and Kate Tallant of FSG. He described the process for the evening: smaller group discussions to be followed by feedback to the full group. Discussion topics are: district vision, superintendent search, and district structure and operations changes.

President Newmeyer projected timing for Board planning and next steps:

District Vision

- Gather community input April 7 and April 21
- Finalize vision and report to community May

Superintendent Search

- Gather community input April 7 and April 21
- Assemble and get input from an Advisory Group April/May
- Search and select a candidate April-June (longer if needed)

District Structure and Operations Changes

- Gather community input April 7 and April 21
- Analyze district performance and data April/June

• Put in place a plan for ongoing engagement with the community – June.

FSG representatives reviewed components of a Power Point presentation:

- Overall Academic Performance of SMCSD Schools Over Time
- Student Achievement Scores in the District: % Proficient or Advanced
- Allocation of District Resources and Utilization of Facilities
- We've Begun to Hear Input on the <u>Vision</u> for SMCSD Moving Forward
- The Strategic Vision Reflects Community Input to Date and Learnings from Best Practice Districts and Schools
- We've Begun to Hear Input on the <u>Superintendent Search</u>
- Recruiting a Strong Superintendent to Drive Change is Critical for the District's Success
- We've Begun to Hear Input on the <u>District Structure and Operations</u>
- The School Board Needs to Consider Addressing Structural Challenges in Order to Realize the
- What Are the Differences Between District-Run Schools and Charter Schools?

Trustees Thornton and Benjamin requested additions to the final component:

- Magnet school differences
- Dependent charter vs. independent charter differences.

Public Comment Prior to Small Group Discussion

- How much parent involvement is needed in a charter?
- Which type school has more state involvement?
- Are any districts operating only charter schools with no non-charter options? (San Carlos is an example.)
- Which parts of education code is a charter exempted from?

Meeting attendees and board members divided into three groups with an FSG representative to facilitate discussion of district vision and superintendent search.

Broad feedback from the small group settings included:

- There are high expectations for the superintendent; that person will need everyone's support.
- Expand the spectrum of representation of the Advisory Group.

Meeting attendees and board members returned to small group settings to discuss district structure.

Broad feedback from the small group settings included:

- There are more questions than answers right now.
- More information is needed on magnet schools.

Information gathered at the March 22 and April 7 board meetings will be reported to the community at the April 21 board meeting.

Attendees were thanked for their amazing participation.

ADJOURNMENT

The meeting was adjourned at 8:10 pm.

Laven Benjamen 428-11 Board Clark
Signature/Date Title

Sausalito Marin City School District Minutes

Created: April 22, 2011 at 09:26 AM

Special Meeting
April 11, 2011
Monday, 06:00 PM
District Office
630 Nevada Street
Sausalito

Attendees

Karen Benjamin Thomas Newmeyer Shirley Thornton Mark Trotter William Ziegler Debra Bradley

non-voting

Meeting Minutes

Also Attending: Alison Neufeld

Trustee Trotter participated via teleconference.

CALL TO ORDER

Minutes

President Newmeyer called the meeting to order at 6:00 pm.

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

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

There was no public comment.

CLOSED SESSION

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

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

OPEN SESSION

1. Report Out from Closed Session

Minutes

President Newmeyer reported that the Board had nothing to report out of closed session.

ADJOURNMENT

Minutes

The meeting was adjourned at 6:40 pm.

leeting on April 11, 2011 Monday, 06:00 PM

Karer Benjamen 4/28/11

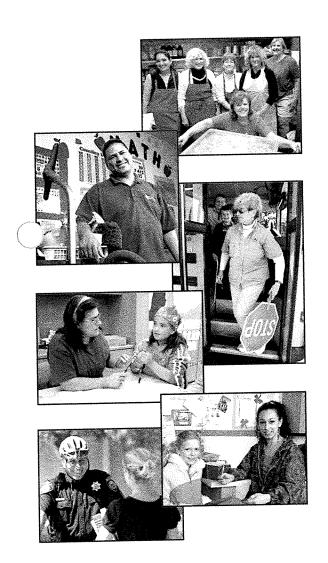
Signature/Date

Board Coerk

Title

Classified Cuts Hurt Students

Let's remember what's essential!



essential workers



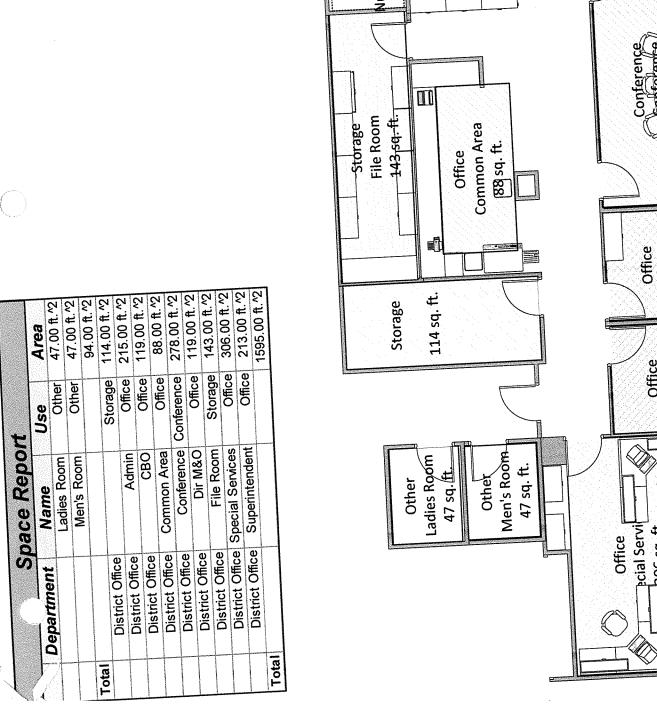
work

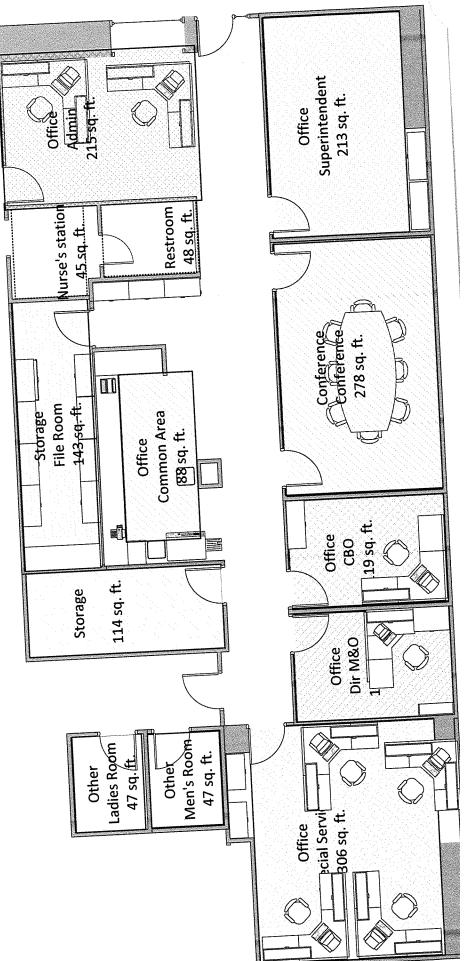
- Hungry children can't pay attention in class.
- Dirtier classrooms mean more bugs & germs, and more absences for sick kids.
- Children have to get to the school, before they can get to a classroom.
- Students who struggle the most, and those with special needs, rely upon their paraeducators.
- Our children's safety depends on school security and well-maintained schools.
- Students must be counted, because that's how we get the state funding to keep the school doors open.

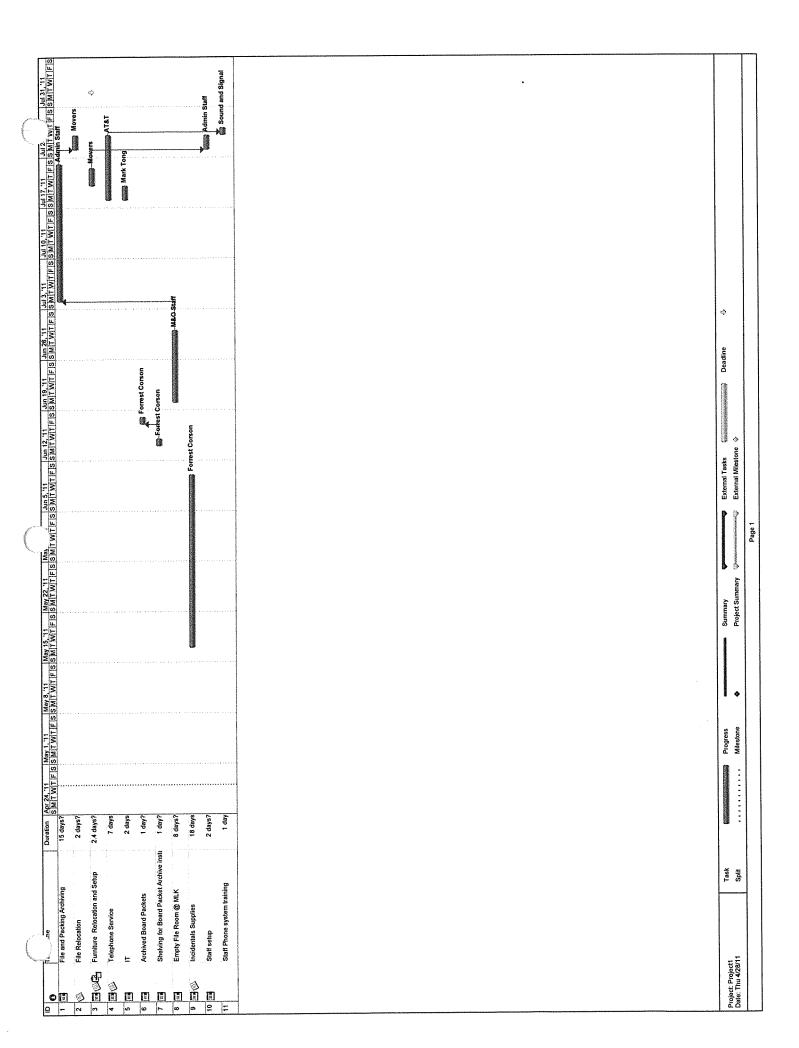
It sounds simple to say, "Keep the cuts away from the classroom," but **CLASSROOMS NEED SUPPORT.**

Cutting essential support services is not the answer. **Urge the district to work with us on a better solution!**

California School Employees Association











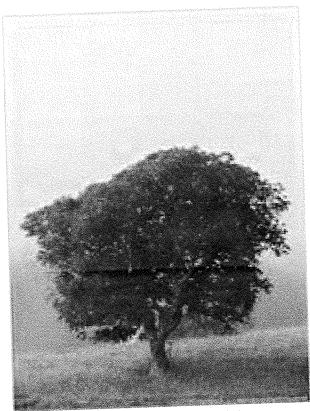
Swan Hill Olive



Pepper Tree



California Bay



California Buckeye

Sausalito Marin City School District Field Trip Request

Please complete and submit to Principal at least one month before field trip date. Destination Schumaker Beach Request Date Teacher(s) #Children 40 # Adults 5 Reservation Made none needed Grade(s) K -Trip Date 422 2011 Alternate Date Departure Time William Pick Up @ Field Trip Site 100 DM Transportation: School Bus ___ Private Car ___ Walking X Public Transport ___ Funding Source: District ____ Other ___ # of Lunches Needed #C Name of staff member responsible for submitting completed lunch count to the district office at the end of the trip: Expenses (itemized) Standard Supported (in detail): Every student must have a permission slip signed by a parent. School rules and safety instructions must be reviewed. 2. If there is a cost connected to this trip, site must provide an invoice to the Business Office for payment. 3. If lunches are provided, the classroom teacher is responsible for notifying the District Office of confirmed number of lunches needed AND for completion of form to indicate names of all children who were served lunch while on the field trip. For District Use Funding Source 160 **Business Manager** Verification of Fund Availability **Disposition** Date 7/ School/Principal Denied Superintendent Approved Denied Board of Trustees Approved 🗸 Denied Date 🗹

Sausalito Marin City School District Field Trip Request

Please complete and submit to Principal at least one month before field trip date. Request Date 4-6-11 Destination TAMAGAIS High School Teacher(s) MR. PRICE MR. Davel MB. Grade(s) 6/7/8 # Children 33 # Adults # Reservation Made n/ATrip Date 424 11 Alternate Date 11/19 Departure Time A Pick Up @ Field Trip Site 250 AM Transportation: School Bus Private Car Walking Public Transport Funding Source: District ____ Other ____ # of Lunches Needed Expenses (itemized) Borried WATERS WOND BE MICE Name & Title of Person Offering Program ______ M. C. O. E Standard Supported (in detail): __ 1. Every student must have a permission slip signed by a parent. School rules and safety instructions must be reviewed. 2. If there is a cost connected to this trip, site must provide an invoice to the Business Office for payment. 3. If lunches are provided, the classroom teacher is responsible for notifying the District Office of confirmed number of lunches needed AND for completion of form to indicate names of all children eating lunch. For District Use Funding Source **Business Manager** Verification of Fund Availability // Polage: 7011 Disposition Approved Denied ____ "School Principal **Experintendent** Approved V Denied Date

Approved ____ Denied ____ Date <u>A</u>



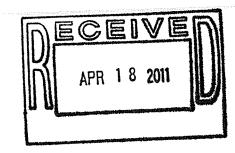
MARIN COUNTY

OFFICE OF EDUCATION

1111 LAS GALLINAS AVENUE/P.O. BOX 4925 SAN RAFAEL, CA 94913-4925 marincoe@marin.k12.ca.us MARY JANE BURKE MARIN COUNTY SUPERINTENDENT OF SCHOOLS (415) 472-4110 FAX (415) 491-6625

April 15, 2011

Mr. Thomas Newmeyer, President Sausalito Marin City School District 102 Central Avenue Sausalito, CA 94965



Dear Mr. Newmeyer:

We have completed our review and analysis of the Sausalito Marin City School District's Second Interim Report and the accompanying certification of financial solvency as approved by your board. The Second Interim Report is as of January 31, 2011. We agree with your assessment that based upon the information that was available as of January 31, 2011 the district will be able to meet its financial obligations for the current and subsequent two fiscal years, and that a positive certification is appropriate.

SALARY SETTLEMENTS

We note that the district has not settled the 2010-2011 negotiations with the certificated and classified bargaining units. The Criteria and Standards specify that upon settlement, the district must provide the Marin County Office of Education with a salary settlement notification that includes an analysis of the cost of the settlement and its impact on the operating budget. The governing board must certify to the validity of the cost analysis. The public disclosure documents prepared in compliance with *Government Code* Section 3547.5, as amended by AB 2756, Chapter 52, can be submitted in lieu of the cost analysis.

The public disclosure documents must have the signature of the district superintendent and the district chief business officer certifying the district is able to meet the cost of the collective bargaining agreement. The public disclosure documents must also be signed by the district superintendent or designee at the time of the public disclosure and by the president or clerk of the governing board at the time of the formal board action on the bargaining agreement.

OPERATING DEFICITS

We note operating deficits in the unrestricted general fund of \$163,529 for 2010-2011 and \$77,545 for 2012-2013. Although the district maintains the state-required designation for economic uncertainty of 5% in each year, an operating deficit reduces the district's available fund balance and its ability to respond to emergencies, unanticipated revenue reductions, or unanticipated expenditures.

LONG-TERM STABILITY

We commend the board for maintaining a designation for economic uncertainty above the 5% required by the state. This action provides the district a greater degree of financial stability.

Mr. Thomas Newmeyer, President April 15, 2011 Page 2

DEFERRED MAINTENANCE

The district's Deferred Maintenance Fund projected ending fund balance is \$399. It is recommended that the district develop a contingency plan for any maintenance needs as the state is currently not funding critical hardship projects.

CAFETERIA FUND

We note that the district contributes \$35,000 from the General Fund to supplement the Cafeteria Fund in the current year. This contribution accounts for \$25% of the overall costs of the cafeteria operations. We recommend that the board review the cafeteria operations as this transfer contributes to the operating deficit of the general fund.

"FAIR SHARE" REDUCTION

Trailer Bill SB 70 was signed into law on March 24, 2011 which includes an ongoing 8.92% "Fair Share" reduction for Basic Aid Districts beginning in 2011-2012 that would be calculated based on the 2010-2011 Undeficited Revenue Limit and recaptured (paid) from 2011-2012 State categorical funds.

During our review it was noted that the 5.81% "Fair Share" reduction was included in your Multi-Year projection. However, with the ongoing "Fair Share" reduction now at 8.92% which equates to \$101,723, has been enacted this would increase your districts reduction by \$35,724 beginning in 2011-2012. The district would need to include the full amount of the 8.92% "Fair Share" reduction, subject to the caps, when preparing the 2011-2012 budget and Multi-Year projections.

STATE OF THE STATE

The Governors' January proposed 2011-2012 budget included \$8.8 billion in revenues due to the extension of sales tax, income tax, and vehicle license fees. However, at this time, it appears that the temporary taxes will not be extended. As such, we are recommending that all districts include in their 2011-12 budget and Multi Year Projections an ongoing reduction which equates to a minimum of \$330 per ADA as further cuts to education are anticipated. The reduction to your district's 2011-12 budget would be \$54,470 based on estimated ADA of 165. Contingency plans should be development in the event that an "all cuts" state budget is approved.

OTHER REPORTS ON DISTRICT OPERATIONS

As a reminder, Education Code Section 42127.6 requires school districts to provide the county superintendent of schools with a copy of a study, report, evaluation, or audit that was commissioned by the district, the county superintendent, the Superintendent of Public Instruction, or state control agencies that contain evidence that the school district is showing fiscal distress under the standards and criteria adopted in Section 33127, or a report on the school district by the FCMAT or any regional team. Please provide copies of any such reports to us immediately upon their release.

Mr. Thomas Newmeyer, President April 15, 2011 Page 3

We want to thank Margaret Bonardi for her timely submission of the Second Interim Report. If you have any questions, please do not hesitate to contact me at (415) 499-5805.

Sincerely,

MARY JANE BURKE

Marin County Superintendent of Schools

Karen Maloney KAREN MALONEY

Assistant Superintendent

KM/ss

cc:

Debra Bradley, Superintendent 🗸 Margaret Bonardi, Business Official

SAUSALITO MARIN CITY SCHOOL DISTRICT

SIGN IN SHEET: Regula Found Meeting DATE: 4/28/11

NAME (PLEASE PRINT)	ADDRESS ,	PHONE
	133 Marine Vally Dr.	415-446-8482
Edgentinbug	KULATE CA 94949	
Jim Scullion	Bayside SMCSD	332-1024
formst Corse	District	810-3330
Stacy Stewart	Brent	415.374.3795
Markey Lear		
Julia Holach	- Maysiele	332-1024
Founda Bake		

MEETING DATE April 28, 2011 MEETING TYPE # Telquis

AND AND DOCUMENTS DISTRIBUTED AT THE MEETING

MILL VALLEY & SAUSALITO MARIN CITY ATTENDANCE AGREEMENT Addendum #2 for 2011-2012

Parties

The parties to this Agreement are the Mill Valley School District (Mill Valley) and the Sausalito Marin City School District (Sausalito Marin City).

Purpose

The purpose of this Agreement is to extend the Attendance Agreement between the parties for an additional year. This extends the Agreement until June 2015.

Terms

This Agreement was deemed effective as of July 1, 2008, to remain in place for an initial 5 year term, concluding on June 30, 2013. The intent of both school districts was to extend the term of the Agreement by one year on an annual basis, but both school districts recognized that school financing remains volatile and that current law limits the duration of interdistrict attendance agreements to five years.

This Addendum #2 shall become effective when approved by the governing boards of both districts extending the Agreement until June 2015.

(Please Note: Term #1 of the original agreement was amended in May 2010. This amendment to Term #1 will remain in effect).

Mill Valley School District:

Signature

Sausalito Marin City School District:

Signature

ıre

2/15/11

TENNESSEE WOODS Addendum #9 for 2011-2012 School Year

Parties

The parties to the Tennessee Woods Agreement, effective July 1, 2001, are the Mill Valley School District (Mill Valley) and the Sausalito Marin City School District (Sausalito Marin City), formerly Sausalito School District.

Purpose

The purpose of this Addendum is to extend the Attendance Agreement between the parties for an additional year.

Terms

Both parties agree to extend the previously executed Attendance Agreement for an additional year. Thus, as extended, the Agreement continues through June 2016.

This Addendum #9 shall become effective when approved by the governing boards of both districts.

Mill Valley School District:

Ken Benny, Superintendent

Date

Date

Sausalito Marin City School District:

Dr. Debra Bradley, Superintendent

2/15/11

TENNESSEE GLEN Addendum #11 For 2011-2012 School Year

Parties

The parties to this Agreement are the Mill Valley School District (Mill Valley) and the Sausalito Marin City School District (Sausalito Marin City), formerly Sausalito School District.

Purpose

The purpose of this Agreement is to extend the Attendance Agreement between the parties for an additional year.

Terms

Both parties agree to extend the previously executed Attendance Agreement for an additional year. Thus as extended, the Agreement continues through June 2016.

This Addendum #11 shall become effective when approved by the governing boards of both districts.

Sausalito Marin City School District:

Dr. Debra Bradley, Superintendent

Date

2/15/11

BOARD OF TRUSTEES OF THE SAUSALITO MARIN CITY SCHOOL DISTRICT

APPRECIATION OF SAUSALITO MARIN CITY SCHOOL DISTRICT EMPLOYEES

RESOLUTION #636

WHEREAS, the teachers, classified staff, support staff and administrators of the Sausalito Marin City School District have dedicated their lives and talents to the education of our students – our community's most precious and important resource: and

WHEREAS, the Sausalito Marin City School District Board of Education acknowledges the special skills required of our staff in serving the most challenging and rewarding students; and

WHEREAS, the Board recognizes that it is all staff who help achieve the goal of providing leadership in quality education programs that are student-centered, accountable, and cost-effective; and

WHEREAS, the Board has the utmost respect for the work of each employee with students, parents, districts and the community.

NOW, THEREFORE, BE IT RESOLVED that the Sausalito Marin City School District Board of Education proclaims the week of May 9, 2011 as a time for employee recognition. In doing so, the Board expresses its sincere appreciation to all employees in whatever role, who daily make the education of students possible and thereby affect eternity.

THIS RESOLUTION WAS ADOPTED by the Sausalito Marin City School District Board of Education at a public meeting on April 28, 2011.

AYES 3 NOES 2 ABSENT 6

President of the Board

Clerk of the Board

Valenzuela/CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints [Education Code § 35186(d)]

District:							
Sausalito Marin City School District							
Person completing this form: <u>Debra A. Bradley, Ed.D</u> Title: <u>Superintendent</u>							
Quarterly Re	eport Submission Date:		January 2011				
•	•	X	April 2011				
			July 2011				
			October 2011				
Data faminfo	amostica to be reported but	dicty at o	overning board meeting April 28, 2011				
Date for inic	ormation to be reported put	mely ac g	Overming board mooning.				
Disease also als	the box that applies						
Please check	the box that applies:						
TV)	No complaints were filed	with any	school in the district during the quarter				
X	No complaints were filed with any school in the district during the quarter						
	indicated above.						
, -	Constitute was filed with	rh achaal	is the district during the quarter indicated				
u	Complaints were filed with schools in the district during the quarter indicated						
	above. The following chart summarizes the nature and resolution of these						
	complaints.						

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
CAHSEE Intensive Instruction and Services	0	0	0
TOTALS	0	0	0

Debra A. Bradley, Ed. D.
Print Name of District Superintendent
MINA AS Madles
Signature of District Superintendent

CALIFORNIA DEPARTMENT OF EDUCATION

SPECIFIC WAIVER: SHARED SCHOOL SITE COUNCIL

SW-1 (Rev. 10-2-2009)

http://www.cde.ca.gov/re/lr/wr/

First Time Waiver: ____ Renewal Waiver: X

Send Original plus one copy to: Waiver Office, California Department of Education

Send electronic copy in Word and back-up material to: waiver@cde.ca.gov

1430 N Street, Suite 5602

O O A O E O 4 4										-
Sacramento, CA 95814						CD	CO	DE		
	•			2	1	6	5	4	7	4
ocal educational agency:	Contact	name and Title:		***************************************		tact p	erson	's e-n	nail	
SAUSALITO MARIN CITY SCHO	OOL DISTRICT	DEBRA .	A. BRADLEY, Ed.D			dbra	diey@			
Address: (C	City)	(State	e) (ZI		one (a 5-332-		tensio	n, if n	ecess	sary)
630 NEVADA STREET SAUSA	ALITO	CA	94965		x num		15-33	2-964	3	
Period of request: (month/day/year)		· .	Local board approv	i i						
			April 28, 2011							
From: 07/01/11 To: 06/30		LEGAL CR								
Section you want to waive: EC 52863 Any governing boat (SBE) to grant a waiver of ar when it finds that the failure to based coordinated program.	ny provision of t to do so would l	nis article. hinder the	implementation o	· main						
 California Education Code or California Code of Regulations or portion to be waived. EC 52852 Schoolsite councils for small schools sharing common services or attendance areas, administration and other characteristics. Read SBE Waver Policy for Shared SSC's: http://www.cde.ca.gov/re/lr/wr/documents/schoolsitepolicyr.doc Wavers meeting these conditions go to SBE Consent Calendar. If this is a renewal of a previously approved waiver, please list Waiver No: 17-11-2006-WC-8 and date of SBE approval 03/08/07 										
4. Collective bargaining unit information. Does the district have any employee bargaining units? No X Yes If yes, please complete required information below:										
							-0105	NIT 44	14 E 10 G	
Bargaining unit(s) consulted on Name of bargaining units and r	date(s): SAUSAL	_ITO DISTRI	CT TEACHERS ASSO	CIATIO	N (STE	A) PRI N (CS	ESIDE EA) PF	NT 11	/15/06 ENT 1	;
Bargaining unit(s) consulted on Name of bargaining units and r The position(s) of the bargainin	epresentative(s)	consulted:	CT TEACHERS ASSO	LS EDI	JCATIC	N (CS	EA) PF	NT 11	/15/06 ENT 1	;
Name of bargaining units and r	epresentative(s)	consulted:	CT TEACHERS ASSO	LS EDI	JCATIC	N (CS	EA) PF	NT 11	/15/06 ENT 1	;
Name of bargaining units and r The position(s) of the bargainin Comments (if appropriate): 5. Advisory committee or school COUNCIL	representative(s) rig unit(s): N	consulted: eutral X s	CT TEACHERS ASSOCIATION CALIFORNIA SCHOOL CALIFORNIA SCHOOL CALIFORNIA SCHOOL CALIFORNIA	LS EDU	JCATIC se spec	N (CS	EA) PF	RESID	ENT 1	1/15
Name of bargaining units and r The position(s) of the bargainin Comments (if appropriate): 5. Advisory committee or school	representative(s) rig unit(s): N	consulted: eutral X s	CT TEACHERS ASSOCIATION CALIFORNIA SCHOOL CALIFORNIA SCHOOL CALIFORNIA SCHOOL CALIFORNIA	LS EDU	JCATIC se spec	N (CS	EA) PF	RESID	ENT 1	1/15
Name of bargaining units and r The position(s) of the bargainin Comments (if appropriate): 5. Advisory committee or school COUNCIL	representative(s) rig unit(s): N site council that recil reviewed required. Oppose	consulted: eutral X s reviewed th uest: March	CT TEACHERS ASSOCIATION CALIFORNIA SCHOOL CALIFORNIA SCHOOL CALIFORNIA SCHOOL CALIFORNIA	LS EDU e (<i>Pleas</i> d are F	JCATIC se spec	N (CS	EA) PF	RESID	ENT 1	1/15

CALIFORNIA DEPARTMENT OF EDUCATION **SPECIFIC WAIVER REQUEST** SW-1 (Rev. 10-2-2009)

6.	. California Education Code or California Code of Regulations section to be waived. Use a strike-out key if only portions of sections are to be waived).						
	EC 52852 A schoolsite council shall be established at each school which participates in school-based program coordination. The council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.						
7.	Desired outcome/rationale. State what you hope to accomplish with the waiver. Describe briefly the circumstances that brought about the request and why the waiver is necessary to achieve improved student performance and/or streamline or facilitate local agency operations. (Attach additional pages if necessary.)						
	The district has two small schools: Bayside Elementary School serving 123 students in grades K-5, and Martin Luther King, Jr. Academy serving 47 students in grades 6-8. District funds pay for one principal. The two schools serve students from the same community. For the past four years there has been one site council (with a CDE waiver) composed of parent and teacher representatives from each of the schools. This composition of the School Site Council has worked well. Therefore the SCC and the Board of Education are requesting a two-year renewal of the waiver that was granted on March 8, 2007.						
8.	Demographic Information:						
	Sausalito Marin City School District has County.	a student population of 170 and is located in a smal	I suburban town in Marin				
Is this waiver associated with an apportionment related audit penalty? (per EC 41344) X No Yes (If yes, please attach explanation or copy of audit finding) Has there been a Coordinated Compliance Review finding on this issue? X No Yes (If yes, please attach explanation or copy of CCR finding)							
District or County Certification – I hereby certify that the information provided on this application is correct and complete. DEBRA A. BRADLEY, Ed.D							
Sig	Signature of Superintendent of Designee: Title: Date: SUPERINTENDENT 128/14/1/						
Sig	nature of SELPA Director (only if a Spec	ial Education Waiver)	Øate:				
FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY							
Sta	iff Name (type or print):	Staff Signature:	Date:				
Un	it Manager (<i>type or print</i>):	Unit Manager Signature:	Date:				
Div	rision Director (<i>type or print</i>):	Division Director Signature:	Date:				
De	puty (type or print):	Deputy Signature:	Date:				
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