



## SAUSALITO MARIN CITY SCHOOL DISTRICT

Board of Trustees: Ida Green - President, Debra Turner - Vice President, Bonnie Hough - Clerk, Joshua Barrow, Caroline Van Alst

Interim Superintendent: Terena Mares

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Sausalito Marin City School District  
**LCAP/Budget Committee Meeting**  
Bayside Martin Luther King Jr. Academy  
200 Phillips Drive, Marin City, CA 94965

**Friday, April 5, 2019**

### AGENDA

1:00 p.m. Bayside Martin Luther King Jr. Academy Library

**1. CALL TO ORDER**

Board Committee Members: Debra Turner, Caroline Van Alst

**2. PLEDGE OF ALLEGIANCE**

**3. ORAL COMMUNICATIONS**

Because the Board has a responsibility to conduct district business in an orderly and efficient way, the following procedures shall regulate public presentations to the Board. The Board is asking that members of the public wishing to speak, fill out a form located on the counter/table, stating their name and address; the agenda item; and the topic to be discussed. BB 9323.

The Governing Board is prohibited from taking any action on any item raised in this section unless the item is specifically ajenized. members of the Governing Board may ask a question for clarification, provide a reference to staff or other resources for factual information, request staff to report back at a subsequent meeting on any matter or take action directing staff to place a matter of business on a future agenda. Governing Board members may make brief announcements or briefly report on his/her own activities as they related to school business.

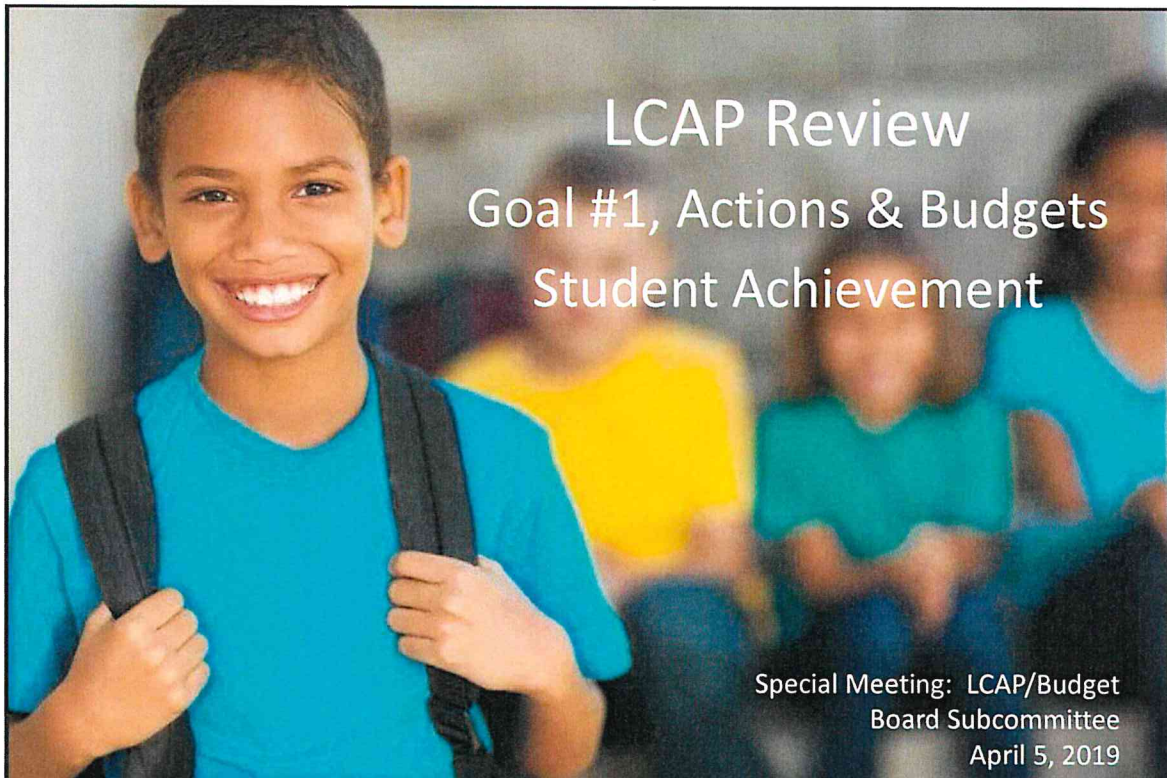
State open meeting laws allow members of the public to lodge public criticism of District policies, procedures, programs, or services. However, those same laws include specific provisions designed to protect the liberty and reputational interests of public employees by providing for the non-public hearing of complaints or charges against employees of the District. Under these laws, it is the employee subject to complaints or charges who is provided the right to choose whether those complaints or charges will be heard in open or closed session. It is therefore the desire of the Sausalito Marin City School District that complaints against an employee be put in writing, and that when the Board hears complaints or charges against an employee it do so in closed session unless the employee requests an open session. Consistent with the law and the opinion of the State Attorney General's Office, please submit any complaints against an employee in writing, to the administration, in accordance with the district's complaint procedure. This procedure is designed to allow the District to address complaints against employees while at the same time respecting their legitimate privacy rights and expectations.

**4. Discussion/Information**

4.01 Review LCAP Goal 1- Actions, Services and Budget

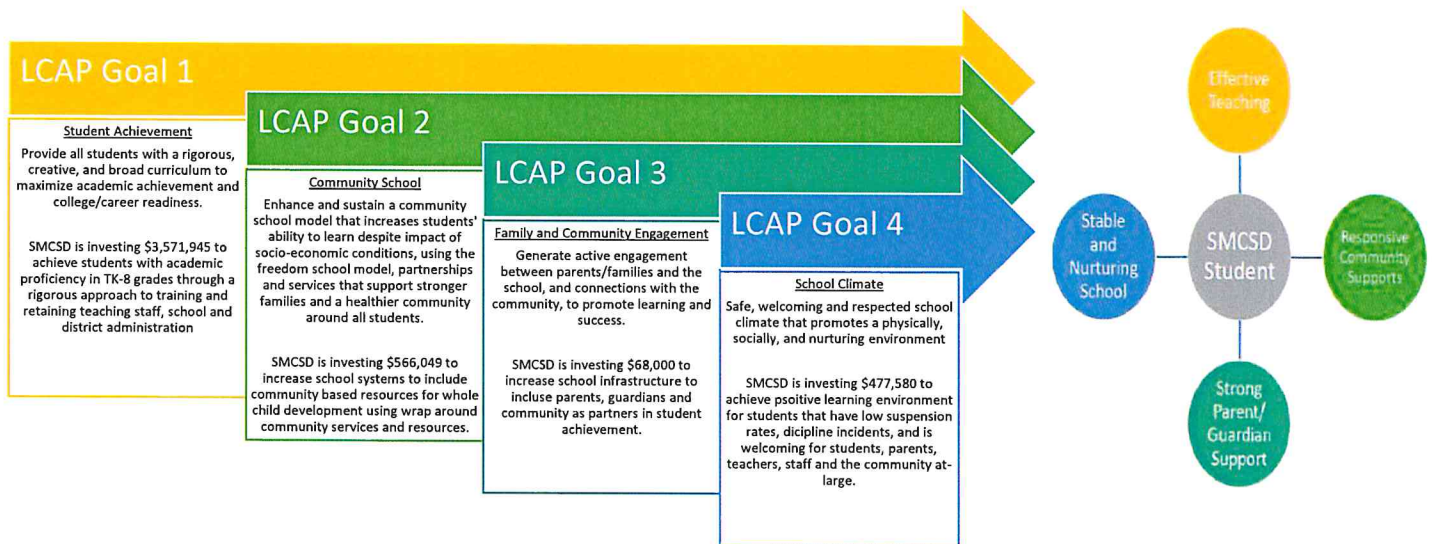
**5. ADJOURNMENT**

# Sausalito Marin City School District



# Sausalito Marin City School District

## 2017-20 LCAP Overview



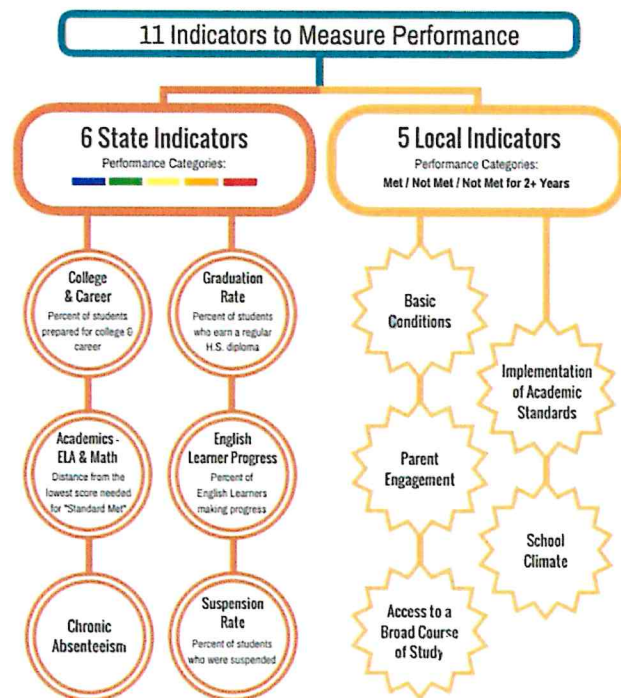
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## Components of an LCAP Goal

- Each Goal includes
  - **Identified State Priorities**
  - Identified Need
  - Expected Annual Measurable Outcomes
  - Actions/Services
  - Budgeted Expenditures



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# Previous Reviews

- December 8, 2019 Board
  - LCAP Goal #1 Review
    - State Priorities
    - Identified Needs
    - Expected Annual Measurable Outcomes
- March 11, 2018 Sub-Committee
  - LCAP Goal #1 Review
    - State Priorities
    - Identified Needs
    - Expected Annual Measurable Outcomes
  - Overview of Process for Subcommittee
  - Identify Sub-Committee Next Steps
    - Review Goal #1
      - Action/Services
      - Budgeted Expenditures
    - Review Goals #2 - #4
      - State Priorities
      - Identified Needs
      - Expected Annual Measurable Outcomes
      - Action/Services
      - Budgeted Expenditures



## Continued Review....

### Expected Annual Measurable Outcomes

Students in the District will receive daily instruction in Language Arts, Social Studies, Mathematics, and Science. (Maintenance Goal)  
Students in the District will receive increased instruction in the Visual and Performing Arts (VAPA) for each of the upcoming years, with 2016-2017 as baseline. Data will be measured in minutes per week of instruction related to the Visual and Performing Arts. (2016-2017 Data: 80 minutes per week of designated VAPA instruction) Students will maintain activity at the State required guideline in P.E. in Grades TK-6 (200 minutes/10 days) and will exceed the State required Guideline in Grades 7 and 8 (360 minutes/10 days).

#### Current

##### 2018-19

- Maintenance of Baseline: ELA, Math, Social Studies, and Science
- VAPA: Measurement of Time

##### 2019-20

- Maintenance of Baseline: ELA, Math, Social Studies, and Science
- VAPA: Measurement of Increased Time

#### Considered

##### 2019-20

- Add Intervention Program: ELA, Math
- Measurement of Implementation of Social Studies, and Science across all grade levels
- VAPA: Measurement of adherence to board adopted 5-Year Arts Plan

# Goal #1 Identified Needs

## Current

- Increase academic achievement
- Increase student access to challenging, rigorous, and relevant content taught by enthusiastic and skilled educators.
- Strengthen and create a positive and safe learning environment.
- Increase access to art, foreign language, and technology.
- Number of students referred for special education testing: The number of students referred for special education testing will be reviewed during the process of the district developing its student intervention program (RTI) in an effort to best serve its students.
- Number of special education students reclassified to classroom setting: The number of students referred for special education testing will be reviewed during the process of the district developing its student intervention program (RTI) in an effort to best serve its students.

Addressed in Goal #4

Re-identify as 2020-2023 LCAP need?

## Considered

- Maximize academic growth for every child
- Increase access to STEAM, Science, Technology, Engineering, Arts and Mathematics taught by enthusiastic and trained educators
- Develop Individual Learning Plans (ILPs) that encompass a whole-child/whole-family approach to academic school success for every child
- Meet and exceed the goals of each individualized education plan (IEP) for students eligible for special education services
- Identify and implement an evidence-based, culturally relevant intervention plan for literacy and mathematics

# Subcommittee to review Goal 1 details....

Goal 1 Needs (Considered)	Actions:	2018-19 Budget	Description	Funding Source	2018-19 Budget
		2018 LCAP Update			2019 LCAP Update
1. Maximize academic growth for every child	1. Sufficiently staff classrooms with highly qualified and appropriately credentialed teachers who support teaching and learning for all students and who reflect instructional practices aligned with state academic content standards	556,249	TK-5 Teachers	Base	
	2. Staff specialized instructor(s) for the middle grades, to teach students grouped by ability, in the areas of Math, Science, English and Language Arts and Social Studies to enhance academic performance in preparation for high school.	376,211	6-7-8 Teachers	Base	
	11. Ensure field trips for all students are integrated into the core academic curriculum and/or that promote life skills.	13,000	Field Trips	Supplemental/C oncentration	
	12. Ensure all students have access to adopted textbooks and instructional materials.	20,300	Instructional Materials	Lottery	
		10,000	Instructional Materials & PE Equipment	Base	
	13. Students, through hands on experiences, learn about nutrition and Science in the Garden Education Program.	18,000	Consultant Contract	Supplemental/C oncentration	
		1,000	Supplies	Supplemental/C oncentration	
	14. Improve strategies and support systems for English Learners to meet or exceed content expectations with the goal of reclassification as Fluent English Proficient (FEP). Monitor the achievement of each English Learner and communicate that effectively to the parents. Document strategies and support systems for evaluation by ELAC.	5,054	Instructional Materials, PD	Supplemental/C oncentration & Title I	
	15. Develop strategies and support systems to ensure foster youth successfully transition into the school as required by state law, continue to assess student barriers to attendance and determine methods to provide assistance to foster youth regarding barriers to regular attendance such as transportation, access to the internet, etc.	500	Books & Supplies	Supplemental/C oncentration	

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## Goal #2 – Community School

### Identified Needs (Current)

- Students are healthy: physically, socially, and emotionally.
- Students learn in a safe, supportive, and stable environment.
- Engage the whole child and family.
- Increase mutual accountability, alignment and communication among all stakeholders (e.g. students, parents, staff, and community).
- Increase opportunities for parents/guardians and community stakeholders to become engaged in an effort to assist with increasing student attendance and achievement.
- Improve communications and connections with family and community stakeholders throughout the district.
- Increase opportunities, services and partnerships between schools/district/community and businesses to increase student connection to learning.

## Goal #3 – Family and Community Engagement

### Identified Needs (Current)

- Increase mutual accountability, alignment and communication among all stakeholders (e.g. students, parents, staff, and community).
- Increase opportunities for parents/guardians and community stakeholders to become engaged in an effort to assist with increasing student attendance and achievement.
- Improve communications and connections with family and community stakeholders throughout the district.
- Increase opportunities, services and partnerships between schools/district/community and businesses to increase student connection to learning.

## Goal #4 – School Climate

### Identified Needs (Current)

- Strengthen a positive and safe learning environment for students, teachers, staff and families
- Students have access to resources that support them to be healthy: physically, socially, and emotionally.
- Students feel they are learning in a safe, supportive, and stable environment.

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Goal 1 Needs (Considered):	Actions:	2019-20 Budget	Description	Funding Source	2019-20 Budget
		2018 LCAP Update			2019 LCAP Update
1 Maximize academic growth for every child	1. Sufficiently staff classrooms with highly qualified and appropriately credentialed teachers who support teaching and learning for all students and who reflect instructional practices aligned with state academic content standards	856,249	TK-5 Teachers	Base	
	2. Staff specialized instructor(s) for the middle grades, to teach students grouped by ability, in the areas of Math, Science, English and Language Arts and Social Studies to enhance academic performance in preparation for high school.	376,211	6-7-8 Teachers	Base	
	11. Ensure field trips for all students are integrated into the core academic curriculum and/or that promote life skills.	13,000	Field Trips	Supplemental/C oncentration	
	12. Ensure all students have access to adopted textbooks and instructional materials.	20,300	Instructional Materials	Lottery	
		10,000	Instructional Materials & PE Equipment	Base	
	13. Students, through hands on experiences, learn about nutrition and Science in the Garden Education Program.	19,000	Consultant Contract	Supplemental/C oncentration	
		1,000	Supplies	Supplemental/C oncentration	
	14. Improve strategies and support systems for English Learners to meet or exceed content expectations with the goal of reclassification as Fluent English Proficient (FEP). Monitor the achievement of each English Learner and communicate that effectively to the parents. Document strategies and support systems for evaluation by ELAC.	5,054	Instructional Materials, PD	Supplemental/C oncentration & Title I	
	16. Develop strategies and support systems to ensure foster youth successfully transition into the school as required by state law: continue to assess student barriers to attendance and determine methods to provide assistance to foster youth regarding barriers to regular attendance such as transportation, adequate age appropriate uniforms for school, etc. Coordinated and monitored by the School Leadership Team.	500	Books & Supplies	Supplemental/C oncentration	
	18. Sustain and support summer learning programs that are aligned to the core academic program, address specific LCAP measurable outcomes, support continued student academic growth and transitions between grade levels.	39,760	Summer Programs	Supplemental/C oncentration	
	17. Commit district resources to provide indirect supports to the goals and actions of the LCAP (District and school admin supports).	416,004	90% Admin Assist, Business Svcs, Intervention Specst, Supplies	Base	
	19. Train and prepare all certificated staff and relevant paraeducators to understand and implement Readers and Writers workshop during the 2018-19 school year. Identify a reading/writing interventions program for students in grades 1-3 and 4-8 with the goal of implementing this Tier II approach in the Fall of 2019. Begin training all TK teachers and relevant paraeducators on Fontas and Pinnell methodologies pertaining to assessing student progress in the area of literacy. Provide music and art teachers ongoing professional development. Provide certificated staff and relevant paraeducators with math curriculum training on implementation of common core based instructional strategies with an emphasis on enhancing students conceptual reasoning in math. Provide all certificated and classified staff with continued professional development around positive behavioral interventions and supports (PBIS).	56,315	Consultants, Additional Staff Days, Materials & Supplies	Supplemental/C oncentration	

2	Increase access to STEAM, Science, Technology, Engineering, Arts and Mathematics taught by enthusiastic and trained educators	6. Integrate Visual and Performing Arts within the core academic program (Math, Science, ELA, History).	23,664	1-Part time Art Teacher	Base	
			18,176	1-Part time Music Teacher	Base	
			4,000	Art & Music Supplies	Base	
		7. Integrate technology within the core academic program (Math, Science, ELA, History).	34,000	Instructional Technology	Base	
		8. Evaluate feasibility of world language instruction at all grade levels.	-		n/a	
		3. Recruitment of instructional and non-instructional staff as aligned with the LCAP goals and actions. Recruitment priority will be for staff with background and experience in teaching student populations similar to the students of Bayside MLK.	36,526	10% Principal & Support Staff Costs	Base	
3	Strengthen and create a positive and safe learning environment.	4. Conduct site visits of middle-schools with evidence of academic acceleration and individualized achievement programs that provide students with targeted support for academic achievement and social emotional development.	-		n/a	
4	Develop Individual Learning Plans (ILPs) that encompass a whole-child/whole-family approach to academic school success for every child	5. Integrate differentiated and small group instruction and multi-tiered systems of support (MTSS) in all classrooms and all school site settings.	149,000	3 - Classroom Paraprofessionals	Title I	
			45,121	Same as Above	GF Contribution to Title I	
			500	Books & Supplies	Title I	
			22,136	Library Specialist (Part Time)	Base	
			7,500	Follet Contract	Base	
			1,600	Library Books/Supplies	Base	
			82,924	4-Part Time Paraprofessionals (Yard, PP)	Base	
		9. Begin to identify methods for creating and sustaining individual learning plans that promotes student goal setting and achievement.	-		n/a	
5	Meet and exceed the goals of each individualized education plan (IEP) for students eligible for special education services	15. Assign highly qualified staff to provide special education supports and services for students who qualify for an Individualized Education Plan (IEP) under the Individuals with Disabilities Education Act (IDEA); monitor student achievement and progress towards meeting IEP goals; monitor and ensure students and families are informed about and understand the process and requirements of special education under the IDEA. Ensure special education staff will provide instruction and services as specified in each student's IEP.	1,133,997	Special Ed Staff, PD, Materials/Supplies, NPA, NPS Contracts, Transportation	Special Education, GF Contributions	
(considered) 6	Identify and implement an evidence-based, culturally relevant intervention plan for literacy and mathematics	10. Implement a coordinated core academic program that integrates culturally relevant content, critical thinking, decision making and collaboration into curriculum.	3,000	Instructional Materials	Base	