

Bayside Martin Luther King Jr. Academy

200 Phillips Drive • Sausalito, CA 94965 • (415) 332-3573 • Grades K-8

Chappelle Griffin, Principal

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Sausalito Marin City School District

200 Phillips Drive

Sausalito, CA 94965

(415) 332-3190

<http://www.smcsd.org/>

District Governing Board

Joshua Barrow, President

Ida Green, Vice President

Debra Turner, Clerk

Thomas Newmeyer, Board Member

Caroline Van Alst, Board Member

District Administration

William McCoy

Superintendent

Amy Prescott

Interim Chief Business Official

Alan Rothkop

Director of Maintenance and Operations

Susan Martin

Director of Special Education Services

School Description

"Vision - Our Vision is to provide each child a world class college preparatory curriculum that integrates communication, collaboration, creativity, inquiry and problem-solving skills and builds character through fostering strong relationships of mutual trust and respect.

Mission - The mission of the Sausalito Marin City School District is to academically and socially prepare students for success at each grade level and in high school, keeping them on the path to college and career in a safe, healthy and culturally responsive learning environment. We provide a rigorous and challenging academic program with highly qualified educators in collaboration with parents and community partners. We will hold our learning community accountable for our progress.

Bayside Martin Luther King, Jr. Academy is an amazing school located in Marin City. We are a transitional kindergarten through eighth grade school, located in a beautiful facility completed in 2009. We are blessed with small class sizes, exemplary teachers and strong community support. Our mission statement defines what we are all about: 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 Bayside Martin Luther King Jr. Academy. We hold the power to enact change and give back to ensure the success of our community.

We provide a challenging curriculum, based on Common Core, a new set of standards developed by the federal government in the hopes of unifying education standards nationwide. Our teachers design interdisciplinary, project-based learning opportunities for our students. Our course offerings include Language Arts, Social Studies, Science, Math, Physical Education, and Visual Arts. Our teachers provide individualized learning opportunities. Technology is also deeply integrated into the curriculum.

Kindergarten through fifth grade students have a variety of after-school opportunities including the Boys and Girls Club program on campus, and community programs such as Bridge the Gap College Prep and the Manzanita after-school program.

Our students enjoy a wide variety of extra- and co-curricular activities. Students participate in Robotics Club, Student Council, Kitchen Ambassadors, Yearbook, Garden Club, and Saturday University, where students learn to play musical instruments. Additionally, we have Basketball and Track and Field teams in the middle school athletic league.

Our Conscious Kitchen meal program provides students with breakfast, lunch, and an after-school snack each day that are organic, non-GMO, using sustainable, locally grown food. All of the food is prepared on site by the Conscious Kitchen chef and staff.

Chappelle Griffin, Ed. D., Principal

Major Achievements

- The 2012-2015 school years brought a wide variety of new programs and initiatives to Bayside Martin Luther King, Jr. Academy. These initiatives were designed to support our efforts to enhance the culture and curriculum of the school as we have shifted from a two campus K-4/5-8 structure to a PreK-8 Community School, including a new Transitional Kindergarten program.
- With regard to curriculum, teachers were trained in interdisciplinary instruction and the integration of art and technology into their curriculum. To support student success, we have implemented Academic Excellence Hour. Excellence Hour provided a mandatory extended day for all 6-8 students to provide time to complete homework and receive tutoring support. Tutors from local high schools and colleges worked individually with students to support their growth.
- With regard to culture, Bayside MLK saw many changes this year. We began a partnership with Restorative Justice and implemented their program through morning community circles in each classroom. The program includes the use of restorative practices on an administrative level when responding to discipline and student conflict. We also implemented a new Positive Behavior Incentive System and recognized and rewarded students for positive behavior. Teachers used the Class Dojo app on their iPad to give students feedback on their demonstration of our Key Commitments: Be Prepared, Work Hard and Be Kind. These three commitments framed the expectations for our students across all classes throughout the day. Students were rewarded weekly and monthly for “Living the Dream” if they earned 80% or higher in Class Dojo. Rewards included special trips, events and prizes.
- To foster school spirit, we have implemented Fantastic Friday assemblies, in which students are recognized for academic and self-management achievements
- To foster health and nutrition, our Conscious Kitchen meal program provides students with breakfast, lunch, and an after-school snack each day that are Fresh, local, organic, non-gmo (FLOSN), using locally and sustainably grown food, all prepared by the Conscious Kitchen chef and staff.
- All of these activities have had a positive impact on the culture of the school and the curriculum in each classroom.

Focus for Improvement

- One of our key goals during the 2014-2015 school year was to continue to effectively build a new prekindergarten through eighth grade school after the merging of our two schools into one Community School.
- We look to further implement the Common Core Standards, continue to integrate curriculum and expand our Positive Behavior System across all grade levels. We continually strive to improve student proficiency and will continue our interventions and support in language arts and math.

*For the 2016-2017 school year, our focus is to broaden our course offerings, while ensuring that all our teachers are highly qualified and credentialed in the subject matter.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	18
Grade 1	24
Grade 2	21
Grade 3	12
Grade 4	17
Grade 5	13
Grade 6	15
Grade 7	10
Grade 8	10
Total Enrollment	140

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	43.6
American Indian or Alaska Native	0
Asian	10
Filipino	2.9
Hispanic or Latino	30.7
Native Hawaiian or Pacific Islander	0
White	8.6
Two or More Races	3.6
Socioeconomically Disadvantaged	70.7
English Learners	35.7
Students with Disabilities	17.9
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Bayside Martin Luther King Jr. Academy	14-15	15-16	16-17
With Full Credential	16	14	12.9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sausalito Marin City School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2015–2016 school year and whether those textbooks covered the California Content Standards.

In December of the 2016-2017 school year the Marin County Office of Education conducted a textbook inventory at our school and reported that a few of our classrooms lacked sufficient textbooks. (Grades K-2 History/Social Studies/Science and Grade 4- Social Studies.) Based on the data we received, textbooks were ordered. Presently, the textbooks on the MCOE Textbook Sufficiency Inventory list have been ordered, received and are in use in the classroom, with the exception of the Kindergarten Science curriculum (Foss Kits), which we are expecting by Friday, Feb. 10, 2017.

Teacher Misassignments and Vacant Teacher Positions at this School			
Bayside Martin Luther King Jr.	14-15	15-16	16-17
Teachers of English Learners	0	1	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	98.1	1.9
High-Poverty Schools	98.1	1.9
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Textbooks and Instructional Materials
Year and month in which data were collected: December 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Wonders Reading (K-5) Adopted in 2015</p> <p>SRA Spelling (K-5) Adopted in 2000</p> <p>Teacher's College Reading & Writing Project-Lucy Calkins (K-8) Adopted in 2014</p> <p>Wonders Writing Series (K-5) Adopted in 2015</p> <p>Engage NY - Writing (6-8) Adopted 2015</p> <p>SIPPS (K-5) Adopted 2014</p> <p>Rewards (5-8) Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Houghton Mifflin Math (K-5)/Expressions- (6-8) Big Ideas Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Delta-Foss Full Option Science System (K-5) Adopted in 2012</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>TCI History Alive Social Studies 6-8 Adopted in 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Security on both campuses is effective. Emergency Preparedness on both is effective. Fire Prevention is in progress for both. Playground safety is effective for both. Chemical Safety is effective for both. Pest Management is also effective on both campuses. Self Inspection is effective on both campuses. IIPP is effective on both campuses. All buildings at Willow Creek Academy are in fair to good condition. All buildings at Martin Luther King Middle School are in good condition.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/24/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	HVAC unit in the Multi Purpose Room is in need of repair/replacement. The District is in the process of resolving this issue.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	18	25	40	44	44	48
Math	22	25	35	39	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	53	54	13	53	54	49	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25	16.7	8.3

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	23	16	69.6	12.5
Male	15	11	73.3	18.2
Socioeconomically Disadvantaged	13	12	92.3	16.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	13	12	92.3	25.0
	4	19	19	100.0	26.3
	5	13	11	84.6	12.5
	6	14	14	100.0	28.6
	7	--	--	--	--
	8	--	--	--	--
Male	3	--	--	--	--
	4	11	11	100.0	18.2
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	3	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
Two or More Races	5	--	--	--	--
	7	--	--	--	--
Socioeconomically Disadvantaged	3	11	10	90.9	30.0
	4	12	12	100.0	25.0
	5	--	--	--	--
	6	14	14	100.0	28.6
	7	--	--	--	--
	8	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	13	12	92.3	16.7
	4	19	19	100.0	31.6
	5	13	12	92.3	37.5
	6	14	14	100.0	28.6
	7	--	--	--	--
	8	--	--	--	--
Male	3	--	--	--	--
	4	11	11	100.0	36.4
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Filipino	3	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
Two or More Races	5	--	--	--	--
	7	--	--	--	--
Socioeconomically Disadvantaged	3	11	10	90.9	20.0
	4	12	12	100.0	33.3
	5	--	--	--	--
	6	14	14	100.0	28.6
	7	--	--	--	--
	8	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents have a variety of opportunities to become involved at school and become an important part of our school culture. They are invited to become room parents to assist in their child's classroom, volunteer as lunch and yard supervisors, help out during lunch by working in the Conscious Kitchen, partnering with teachers in the classrooms, tutoring small groups of students or working from home (preparing class materials).

Each week, the school hosts a Parent Roundtable, where parents assemble to have important questions answered and concerns addressed. Additionally, they participate in parent-sponsored activities, field trips, home visits, and Family Nights at school. Parents are further encouraged to participate in all school-wide events, assemblies, and leadership teams, such as, School Site Council. Our community members, stakeholders, and business/service organizations support the academic and social development of our students by volunteering at our school as well.

Chappelle Griffin is the contact person for parent involvement and volunteering. He can be reached at cgriffin@smcsd.org or (415) 332-3573.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

We make every effort to ensure that students staff are safe at all times. We require all visitors to sign in and out in the office, and wear visitor badges.

There are surveillance cameras are frequently monitored and located throughout the Main building. Our campus supervisors carry walkie-talkies to aide in clear, efficient communication as they walk the campus.

Whenever students arrive at school late or need to leave early, they must be signed in and out at the office. We contact parents when a student is absent in an effort to verify absences. In addition, students must have permission to be outside the classroom. Hall passes are in use, and teachers record the names of students who are released to go to the restroom.

We hold monthly emergency drills that are evaluated by the fire or police department. Each room has an emergency backpack filled with provisions in case of a disaster. We utilize the school website, memos, flyers, and the Blackboard Connect communication system to notify parents of all activities and events, including campus safety concerns.

The School Safety Plan was revised this year and shared with students and staff. It includes procedures for a wide variety of emergency events and outlines the teachers' actions and responsibilities.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	11.5	37.9	15.2
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	5.0	14.2	6.4
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		50.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.375
Psychologist	1.0
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist	.4
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	18	31	21	2			1	1	1			
1		19	24		1	1						
2	17	9	12	1	2	2						
3	15	20	19	1	1	1						
4	17	14	16	1	1	1						
5	15	14	13	1	1	1						
6	14	15	13	4	12	12						

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	14	1	1	2	3	3						
Mathematics	9	11	11	3	5	5						
Science	14	11	11	2	4	4						
Social Science	27	14	14		4	4	1					

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

2014-2016, The major areas of professional development focus were culture and curriculum within the context of our new Community School. Teachers worked on creating interdisciplinary lessons that integrated technology and art. They also worked to implement the Positive Behavior Support System including the Class Dojo program (grades 6-8). All staff participated in Restorative Justice training, including follow-up sessions to support the implementation of the Restorative Justice model.

Teachers engaged in three full-days of professional development and weekly meetings after school on Wednesdays. Professional development has been focused on the two most recent adoptions math, ELD, Common Core standards and new technology. Teachers who had been trained in the use of second language acquisition strategies (GLAD) received coaching from a certified GLAD coach.

2016-2017- Based on Staff needs, the Professional Development has been focused around teachers' need for additional Curriculum training in the areas of Language Arts and Math. Thus, Wonder's and Math Expression Professional Developments were coordinated and provided. Additional trainings include Culturally Relevant Teaching and Learning, with an emphasis on building relationships with a culturally diverse student body. This was provided by Dr. Nancy Dome. P.B.I.S. and Restorative Justice trainings have been ongoing to sustain the school climate and positive behavior.

Future trainings will be focused on data analysis and vertical teams.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,727	\$41,085
Mid-Range Teacher Salary	\$77,875	\$59,415
Highest Teacher Salary	\$94,523	\$75,998
Average Principal Salary (ES)	\$115,000	\$100,438
Average Principal Salary (MS)	\$154,000	\$101,868
Average Principal Salary (HS)		
Superintendent Salary	\$165,000	\$116,069
Percent of District Budget		
Teacher Salaries	20%	33%
Administrative Salaries	10%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$16,838	\$8,030	\$8,808	\$73,567
District	♦	♦	\$36,565	\$73,567
State	♦	♦	\$5,677	\$60,985
Percent Difference: School Site/District			-75.9	0.0
Percent Difference: School Site/ State			55.2	20.6

* Cells with ♦ do not require data.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.