# **Bayside Martin Luther King Jr. Academy**

200 Phillips Drive • Sausalito, CA 94965 • (415) 332-3573 • Grades K-8
Jonnette Newton, Principal
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www.smcsd.org

# 2014-15 School Accountability Report Card Published During the 2015-16 School Year



#### Sausalito Marin City School District

200 Phillips Drive Sausalito, CA 94965 (415) 332-3190 http://www.smcsd.org/

#### **District Governing Board**

Caroline Van Alst, President
Joshua Barrow, Vice President
Ida Times, Clerk
William Ziegler, Board Member
Thomas Newmeyer, Board Member

#### **District Administration**

Steve Van Zant **Superintendent** 

Paula Rigney

**Chief Business Official** 

Alan Rothkop

Director of Maintenance and Operations

Susan Martin

Director of Special Education Services

#### **School Description**

Bayside Martin Luther King, Jr. Academy is an amazing school located in Marin City. We are a 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. Students take language arts, social studies, science. math, world languages (grades 6-8), physical education, and visual and performing arts. Our teachers provide individualized learning opportunities. Technology is also deeply integrated into the curriculum.

We support our students through a mandatory extended day for grades 6-8. These students attend Academic Excellence Hour one hour a day, four days a week. Students receive tutoring and other academic support during this class. 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, eco top chef, yearbook, garden club, and learning to play musical instruments. Additionally, we have flag football, cross-country, basketball and track and field teams in the middle school athletic league. Also after school, our students enjoy programs supported by the recreation department, including gymnastics, cooking classes, dance classes and drumming classes.

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

Jonnette A. Newton, 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 the 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 sustain ably 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 will be 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.

#### **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 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 at (415) 332-3573 or the district office.

2014-15 Student Enrollment by Grade Level					
Grade Level Number of Students					
Kindergarten	21				
Grade 1	24				
Grade 2	12				
Grade 3	19				
Grade 4	16				
Grade 5	13				
Grade 6	13				
Grade 7	14				
Grade 8	14				
Total Enrollment	146				

2014-15 Student Enrollment by Group					
Group	Percent of Total Enrollment				
Black or African American	50				
Asian	6.3				
Filipino	2.5				
Hispanic or Latino	31.9				
Native Hawaiian or Pacific Islander	0.6				
White	4.4				
Two or More Races	3.8				
Socioeconomically Disadvantaged	85.6				
English Learners	28.8				
Students with Disabilities	21.3				
Foster Youth	1.9				

## 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 13-14 14-15 15-16								
With Full Credential		16	14					
Without Full Credential	0	0	0					
Teaching Outside Subject Area of Competence	0	0	0					
Sausalito Marin City School District	13-14	14-15	15-16					
With Full Credential	•	•	14					
Without Full Credential	•	•	0					
Teaching Outside Subject Area of Competence	•	•	0					

Teacher Misassignments and Vacant Teacher Positions at this School								
Bayside Martin Luther King Jr. Academy 13-14 14-15 15-16								
Teachers of English Learners	0	0	0					
Total Teacher Misassignments	0	0	0					
Vacant Teacher Positions	0	0	0					

<sup>&</sup>quot;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**

2014-15 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	97.8	2.2					
High-Poverty Schools	97.8	2.2					
Low-Poverty Schools	0.0	0.0					

<sup>\*</sup> 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

2014-15 School Accountability Report Card for Bayside Martin Luther King Jr. Academy

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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.

Textbooks and Instructional Materials  Year and month in which data were collected: 12-2015							
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption						
Reading/Language Arts	Wonders Reading (K-5) Adopted in 2015						
	SRA Spelling (K-5) Adopted in 2000						
	Teacher's College Reading & Writing Project-Lucy Calkins (K-8) Adopted in 2014						
	Wonders Writing Series (K-5) Adopted in 2015						
	Engage NY - Writing (6-8) Adopted 2015						
	SIPPS (K-5) Adopted 2014						
	Rewards (5-8) Adopted 2014						
	The textbooks listed are from most recent adoption:  Yes  Percent of students lacking their own assigned textbook:  0						
Mathematics	Houghton Mifflin Math (K-5)/Expressions- (6-8) Big Ideas Adopted in 2014						
	The textbooks listed are from most recent adoption:  Yes  Percent of students lacking their own assigned textbook: 0						
Science	Delta-Foss Full Option Science System (K-5) Adopted in 2012						
	The textbooks listed are from most recent adoption:  Yes  Percent of students lacking their own assigned textbook: 0						
History-Social Science	TCI History Alive Social Studies 6-8 Adopted in 2011						
	The textbooks listed are from most recent adoption:  Percent of students lacking their own assigned textbook: 0						
Foreign Language	The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0						

#### 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 is always 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: 1/6/2016								
Custom Inconsted		Repair	Status		Repair Needed and			
System Inspected	Good	Fa	air	Poor	Action Taken or Planned			
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Х				all systems in good condition			
Interior: Interior Surfaces	Х							
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Х				good clean condition			
Electrical: Electrical	Х				good condition			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Х							
Safety: Fire Safety, Hazardous Materials	Х							
Structural: Structural Damage, Roofs	Х							
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Х							
Overall Rating	<b>Exemplary</b> X	Good	Fair	Poor				

#### **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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students							
Percent of Students Meeting or Exceeding the State Standards Subject (grades 3-8 and 11)							
-	School District State						
ELA	18	17	44				
Math	22	21	33				

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									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)									
Subje	ct	School District State								
	12	12-13   13-14   14-15   12-13   13-14   14-15   12-13   13-14   14-15						14-15		
Scienc	e		53	54		53	54		60	56

Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards						
Level 4 of 6 5 of 6 6 of 6							
5	50.00	8.30	8.30				

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.

2014-15 CAASPP Results by Student Group					
Group	Percent of Students Scoring at Proficient or Advanced				
	Science (grades 5, 8, and 10)				
All Students in the LEA	54				
All Student at the School	54				
Male					
Female					
Black or African American					
Asian					
Hispanic or Latino					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Foster Youth					

<sup>\*</sup> 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
		Number of Students		Percent of Students				
Student Group	Grade	Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	19	19	100.0	53	32	11	5
	4	16	14	87.5	43	50	7	0
	5	13	13	100.0	23	23	38	15
	6	15	12	80.0	25	50	8	17
	7	12	11	91.7	64	27	0	0
	8	11	11	100.0	73	27	0	0
Male	3		12	63.2	58	25	8	8
	4		10	62.5				
	5		8	61.5				
	6		4	26.7				
	7		7	58.3				
	8		7	63.6				
Female	3		7	36.8				
	4		4	25.0				
	5		5	38.5				
	6		8	53.3				
	7		4	33.3				
	8		4	36.4				

#### School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven **Number of Students Percent of Students Student Group** Grade Standard Standard Standard Standard **Enrolled Tested Tested Not Met Nearly Met** Met **Exceeded Black or African American** 3 9 47.4 4 6 37.5 5 6 46.2 33.3 6 5 7 5 41.7 8 8 72.7 Asian 3 2 10.5 5 1 7.7 6 2 13.3 Filipino 4 1 6.3 6 1 6.7 **Hispanic or Latino** 3 6 31.6 4 5 31.3 5 6 46.2 6 3 20.0 7 5 41.7 8 3 27.3 Native Hawaiian or Pacific Islander 7 1 8.3 White 3 2 10.5 4 1 6.3 Two or More Races 4 1 6.3 6 1 6.7 Socioeconomically Disadvantaged 16 84.2 63 25 13 0 4 13 81.3 38 54 8 0 5 84.6 27 11 27 27 18 6 11 73.3 18 55 18 7 10 83.3 8 100.0 73 27 0 0 11 **English Learners** 3 8 42.1 4 4 25.0 5 5 38.5 6 3 20.0 7 3 25.0

# School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Fight and Fleven

Disaggregated by Student Groups, Grades Three through Eight and Eleven										
		Number o	f Students	Percent of Students						
Student Group	Grade	Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded		
Students with Disabilities	3		4	21.1						
	4		1	6.3						
	5		2	15.4						
	6		4	26.7						
	7		1	8.3						
	8		2	18.2						
Foster Youth	3									
	4									
	5									
	6									
	7									
	8									

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven									
		Number o	f Students	Percent of Students					
Student Group	Grade	Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	
All Students	3	19	18	94.7	44	39	11	6	
	4	16	15	93.8	27	40	20	13	
	5	13	13	100.0	15	23	46	15	
	6	15	13	86.7	69	23	8	0	
	7	12	9	75.0					
	8	11	11	100.0	82	9	0	0	
Male	3		11	57.9	55	27	9	9	
	4		10	62.5					
	5		8	61.5					
	6		5	33.3					
	7		6	50.0					
	8		7	63.6					
Female	3		7	36.8					
	4		5	31.3					
	5		5	38.5					
	6		8	53.3					
	7		3	25.0					
	8		4	36.4					

#### School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven **Number of Students Percent of Students Student Group** Grade Standard Standard Standard Standard **Enrolled Tested Tested Not Met Nearly Met** Met **Exceeded Black or African American** 3 9 47.4 4 7 43.8 5 6 46.2 40.0 6 6 7 5 41.7 8 8 72.7 Asian 3 2 10.5 5 1 7.7 6 2 13.3 **Filipino** 4 1 6.3 6 2 13.3 **Hispanic or Latino** 3 5 26.3 4 5 31.3 5 6 46.2 6 2 13.3 7 3 25.0 8 3 27.3 Native Hawaiian or Pacific Islander 7 1 8.3 White 3 2 10.5 4 1 6.3 Two or More Races 4 1 6.3 6 1 6.7 Socioeconomically Disadvantaged 0 15 78.9 47 40 13 4 14 87.5 21 43 21 14 5 84.6 11 18 27 36 18 6 12 80.0 67 25 0 7 9 75.0 8 9 0 0 11 100.0 82 **English Learners** 7 3 36.8 4 4 25.0 5 5 38.5 3 6 20.0 7 2 16.7

#### School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven **Number of Students Percent of Students** Grade **Student Group** Standard Standard Standard Standard **Enrolled Tested** Tested **Not Met Nearly Met** Met **Exceeded** Students with Disabilities 3 4 21.1 4 6.3 1 5 15.4 6 4 26.7 7 8.3 1 8 2 18.2 **Foster Youth** 3 ----4 5 6 7

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 students that did not receive a score; 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 students with 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**

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 working in the Conscious Kitchen, partnering with teachers in the classrooms tutoring small groups of students or working from home preparing class materials. They also participate in tutoring during Academic Excellence Hour, parent sponsored activities, field trips, home visits, and Family Nights at school. Parents are further encouraged to participate in all schoolwide events, assemblies, and leadership teams, such as, School Site Council. Our community members, stakeholders, and business and service organizations support the academic and social development of our students by volunteering at our school as well.

Jonnette Newton is the contact person for parent involvement and volunteering. She can be reached at jnewton@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**

Staff members monitor school grounds 30 minutes before school begins, during recess, and after dismissal. Students must have permission to be outside the classroom. They must also sign in and out at the office if they arrive at school late or need to leave early. We contact parents when a student is absent.

We require all visitors to sign in and out in the office, and wear visitor badges. 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.

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	2012-13 2013-14 2014-15							
Suspensions Rate	10.42	11.48	37.85					
Expulsions Rate	0.00	0.00	0.00					
District	2012-13	2013-14	2014-15					
Suspensions Rate	10.46	5.00	14.18					
Expulsions Rate	0.21	0.00	0.00					
State	2012-13	2013-14	2014-15					
Suspensions Rate	5.07	4.36	3.80					
Expulsions Rate	0.13	0.10	0.09					

## **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.

2014-15 Adequate Yearly Progress Overall and by Criteria							
AYP Criteria	School	District	State				
English Language Arts							
Met Participation Rate	Yes	No	Yes				
Met Percent Proficient	N/A	N/A	N/A				
Mathe	matics						
Met Participation Rate	Yes	Yes	Yes				
Met Percent Proficient	N/A	N/A	N/A				
Made AYP Overall	Yes	No	Yes				
Met Attendance Rate	Yes	Yes	Yes				
Met Graduation Rate	N/A	N/A	Yes				

2015-16 Federal Intervention Program						
Indicator	District					
Program Improvement Status	Not In PI					
First Year of Program Improvement						
Year in Program Improvement						
Number of Schools Currently in Program Impro	1					
Percent of Schools Currently in Program Impro	50.0					

	Average Class Size and Class Size Distribution (Elementary)											
	A.venese Cl	Ci	Number of Classrooms*									
	Average Cl	ass size		1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
К	17	18	21	1	2			1	1			
1	14		24	1		1						
2	12	17	12	1	1	2						
3	13	15	19	1	1	1						
4	8	17	16	2	1	1						
5		15	13		1	1						
6		14	13		4	12						

Average Class Size and Class Size Distribution (Secondary)												
					Number of Classrooms*							
	Average Cl	ass Size		1-22 23-32 33				33+	33+			
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English		14	1		2	3						
Math		9	11		3	5						
Science		14	11		2	4						
SS		27	14			4		1				

<sup>\*</sup> 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.

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	1					
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.

FY 2013-14 Teacher and Administrative Salaries							
Category	District Amount	State Average for Districts In Same Category					
Beginning Teacher Salary	\$48,752	\$39,948					
Mid-Range Teacher Salary	\$79,433	\$57,401					
Highest Teacher Salary	\$94,191	\$73,183					
Average Principal Salary (ES)	\$115,000	\$94,578					
Average Principal Salary (MS)	\$130,000	\$97,400					
Average Principal Salary (HS)							
Superintendent Salary	\$165,000	\$112,657					
Percent of District Budget							
Teacher Salaries	20%	35%					
Administrative Salaries	10%	7%					

For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <a href="https://www.cde.ca.gov/ds/fd/cs/">www.cde.ca.gov/ds/fd/cs/</a>.

#### **Professional Development provided for Teachers**

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries							
Level	Ехр	Average					
Level	Total	Restricted	Unrestricted	Teacher Salary			
School Site	\$39,924	\$10,797	\$29,127	\$72,292			
District	•	•	\$29,127	\$72,292			
State	•	<b>* *</b>		\$59,180			
Percent Diffe	erence: School	0.0	0.0				
Percent Diffe	erence: School	1418.6	22.2				

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, the county, and the state. 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.