

Section 2 - Data

Data has been gathered in both qualitative and quantitative fashion. The community was surveyed at large on Back to School Night at our traditional public school Bayside MLK as well as at the charter school authorized by the district Willow Creek Academy. The results of that initial survey have helped shape the trajectory of community engagement and serve as a foundation for this plan. We have also conducted a follow up survey of students, parents, staff and community. (See Appendix for detailed results of surveys). We have conducted 5 town hall meetings and received qualitative feedback at all five from participants regarding their hopes, concerns, and visions for the future of the district that will attract students and families from throughout the district of all backgrounds. In addition all attendees that expressed interest were broken up into work groups to make recommendations on their specific areas of interest. Those work group recommendations derived from 70 community members that met over a two month period form the basis of this plan, and are another significant source of data. We present a high-level summary of the quantitative data below along with the results of the thematic analysis about what makes a high-quality K-8 school.

Number of Survey Respondents

Teachers/Staff	N=34
Students	N=113
Parents (English)	N=151
Parents (Spanish)	N=11
General Community	N=259

Respondents by Race/Ethnicity

	Am In/ Al Na		Asian		Black		Hisp/ Latinx		Na HI/ PI		2 or More		White		Other	
Teachers/Staff	2	7%	2	7%	6	19%	1	3%			3	10%	20	65%	1	3%
Students	2	2%	4	4%	26	25%	11	11%	1	1%	26	25%	22	21%	14	13%
Parents (English)	3	2%	12	9%	37	26%	18	13%	4	3%	19	14%	62	44%		
Parents (Spanish)								100%								
General Community	1	0.5%	13	5%	16	6%	17	7%	2	0.8%	28	11%	184	73%	6	2%

Respondents by School

	BMLK		WCA		Both		Neither	
Teachers/Staff	13	38%	14	41%	7	21%	Not Applicable	
Students	34	30%	79	70%	Not Applicable			
Parents (English)	43	30%	99	68%	3	2%		
Parents (Spanish)	10	91%			1	9%		
General Community	6	2%	137	53%	16	6%	98	38%

Respondents by Where They Live

	Marin City		Sausalito		Other	
Teachers/Staff	Not Asked					
Students	53	47%	35	31%	24	21%
Parents (English)	54	38%	66	46%	22	16%
Parents (Spanish)	4	36%	1	9%	6	55%
General Community	47	18%	166	65%	43	17%

1 Campus or 2?

	1 Campus		2 Campuses		No Preference	
Teachers/Staff	4	12%	20	61%	9	27%
Students	Not Asked					
Parents (English)	58	39%	61	41%	31	21%
Parents (Spanish)	4	36%	7	64%		
General Community	101	39%	95	37%	63	24%

If 1 Campus, Which One?

	BMLK		WCA	
Teachers/Staff	1	25%	3	75%
Students	Not Asked			
Parents (English)	19	32%	41	68%
Parents (Spanish)	4	100%		
General Community	6	6%	91	94%

If 2 Campuses, Which Configuration?

	Elementary & Middle		Pre-K-1 & 2 nd -8th		No Preference		Other	
Teachers/Staff	17	85%			1	5%	2	10%
Students	Not Asked							
Parents (English)	43	74%	5	9%	6	10%	4	7%
Parents (Spanish)			4	57%	3	43%		
General Community	65	68%	7	7%	2	2%	21	22%

If 2 Campuses, Which at Which Campus?

	Elementary at BMLK		Elementary at WCA		No Preference		Other	
Teachers/Staff	2	12%	13	77%	2	12%		
Students	Not Asked							
Parents (English)	16	36%	22	50%	6	14%		
Parents (Spanish)	None Chose This Option							
General Community	4	6%	48	74%	13	20%		

If Pre-K-1st; 2nd-8th, Which at Which Campus?

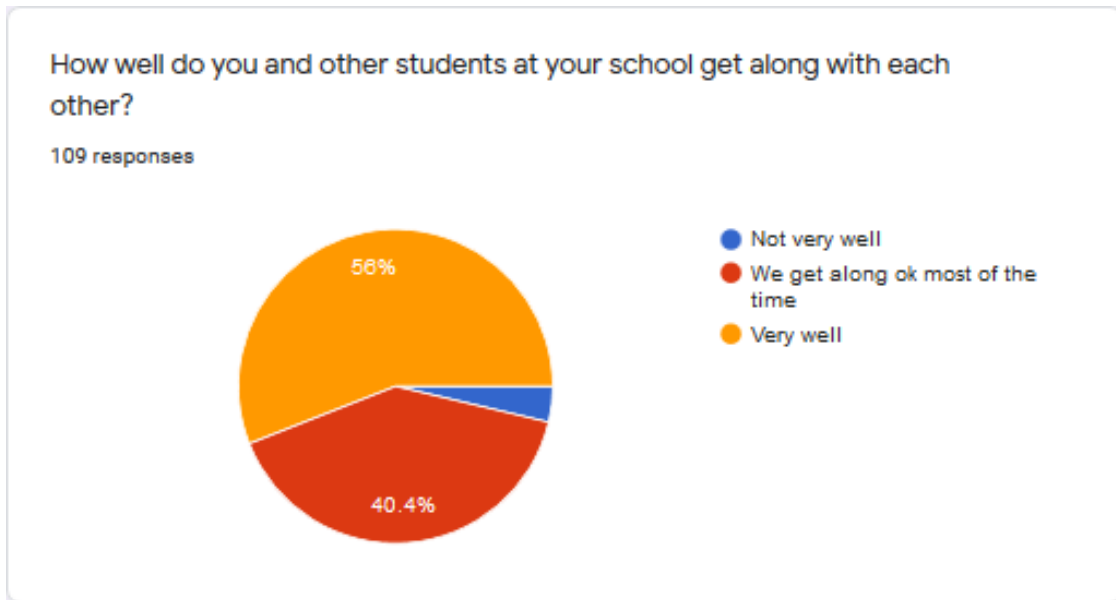
	Pre-K – 1st at BMLK		Pre-K – 1st at WCA		No Preference	
Teachers/Staff	None Selected this Option					
Students	Not Asked					
Parents (English)	3	60%	2	40%		
Parents (Spanish)	4	100%				
General Community	7	100%				

How Get to School?

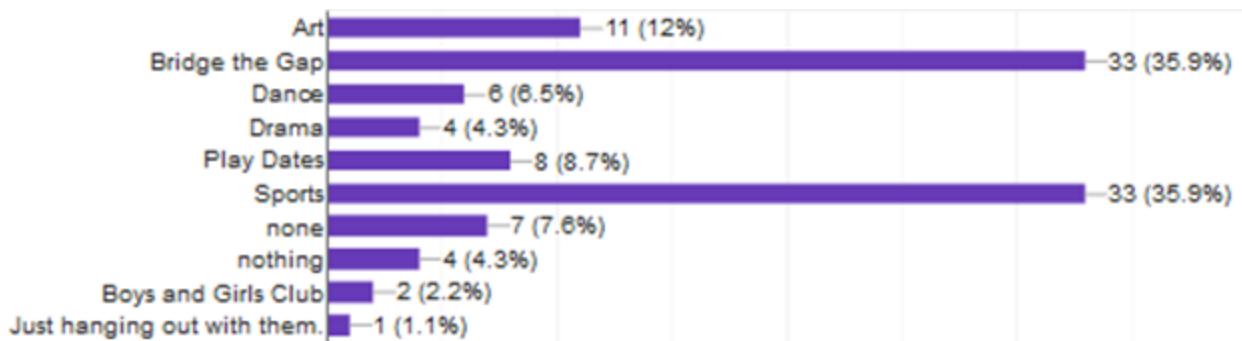
	Bike		Bus		Car		Walk		Combinations	
Teachers/Staff	Not Asked									
Students	2	2%	7	6%	56	50%	29	26%	20	18%
Parents (English)	18	12%	18	12%	98	65%	75	50%		
Parents (Spanish)			1	10%	8	80%	3	30%		
General Community	Not Asked									

78% of students say they NEVER ride the bus by themselves

How well do students at your school get along with each other?



BMLK & WCA Students Participate Together Most Often In...



What Makes a High-Quality K-8 School? (According to Teachers/Staff, Parents, General Community)

Teachers	Diversity/Equity
Curriculum	Community Support
Parent Involvement	High Expectations
School Environment	Leadership

What characteristics do you believe make a high-quality K-8 school?

∅ *Teachers:* high quality and caring and flexible/adaptive teaching methods, support with professional development

∅ *Curriculum:* project-based learning showed up a LOT (strong support for it), PE & outdoor activity (e.g., recreation, gardening, sports) came up often, cutting edge curriculum, challenging, wide variety of subject matter from core basics to STEM, STEAM, art, music, foreign language, debate, team sports, high school and life prep, high academic standards, culturally competent and relevant to living in diverse world, after school activities and enrichment programs, supports all students and accommodates both high achievers and those who need extra assistance, social and emotional support and development, whole child approach—every kid gets the support they need to succeed, encourage lifelong love of reading and learning

∅ *Parent Involvement:* it's key, recognize some parents' work and other requirements limit their involvement with the school, need parent-school community

∅ *School Environment:* small classes, clean, beautiful, safe, no bullying is showing up often, culture and climate—welcoming, inclusive, culturally competent—relevant-expressive, accepting and embracing diversity, tolerance for differences, loving, fair, positivity, kindness, mutual respect, compassion, fun, inquisitive, collaborative (including across grade-levels), fosters learning, where kids

can be passionate about learning, supportive, disciplined, minimal classroom distractions, strict rules, positive reinforcement of school rules, sense of community and unity, high academic and behavioral expectations, social and emotional support and development, restorative justice and positive reinforcement.

Ø *Diversity*: multi-dimensional diversity, diverse staff and students, respect for people's different backgrounds, curriculum

Ø *Community Support*: community involvement in schools, community-based school, community aware of quality of its schools, schools/classes participate in community events

Ø *High Expectations*: for students, parents, teachers and administrators, high academic standards, high behavioral standards

Ø *Leadership*: came up a lot, but many different takes on it and at different levels—sometimes Board, County, school, educational. Either leadership was stated in and of itself—so left undefined or it took different meanings or intents (e.g., “strong” leadership a few times, entrepreneurial approach, supportive of school, programs, environment, culture, facilities, common sense leadership, great leadership)

Teachers/staff responses showed the same themes as the parent and general community responses but were generally more specific and more focused on internal dynamics and processes reflecting their professional and day-to-day experience in the schools. Examples: curricular cohesion, transparency when appropriate, tact when needed, classroom budgets, valid diagnosis of student needs, collective assessments, equal work distribution, student success coaches and specialists, facilitative rather than prescriptive administration, respect for each other, lead by example, culturally responsive teaching, cultural competence, teachers/staff reflect diversity of student body, healthy meals, mindful time for students to get in touch with themselves and regulate their own behavior, make room for more than one non-professional leadership group at school (e.g., pta, diversity group, special ed)