

Sausalito Marin City School District

June 17, 2021

Integration Generation Plan

UNIFY OUR SCHOOLS +
OUR COMMUNITY



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Section 1

Executive Summary

In 1954 **Brown V. Board of Education** the United States Supreme Court declared the legal doctrine emanating from the 1896 Plessy v Ferguson case legalizing “separate but equal,” public institutions to be “inherently unequal” in a unanimous ruling. The verdict effectively outlawed educational segregation, and began decades of battles to achieve integration across the U.S. However, just six decades after that ruling, schools all across America continue to be impacted by segregation. In many cases, government inaction has reinforced historic patterns of forced residential and educational segregation, and in others, schools and communities have actively implemented policies to undo the achievements made after Brown, effectively resegregating schools.

The Sausalito Marin City School District (SMCSD) is located in northern California in a suburb **just north of San Francisco on the other side of the Golden Gate Bridge**. The district serves families from Sausalito and Marin City, and consisted of one school, Bayside Martin Luther King Jr. Academy (BMLK), a K-8 traditional public school. The district also authorized a direct funded (independent) charter school Willow Creek Academy (WCA), also a K-8 school. The combined enrollment of both schools is just under 500 students. The two communities SMCSD serves while geographically adjacent, have very different demographic profiles and histories, with large disparities in racial/ethnic representation and economic diversity. While less than two miles apart, both schools replicate and reinforce these patterns of segregation. Marin City was founded in 1942 as part of the wartime ship building efforts of World War II. In the early 1940s, many African American's migrated from the South for better wages and more consistent work. Today, Marin City remains barely predominantly African American and low-income, a contrast to surrounding communities, which are mostly affluent and white. The median income in Marin City is \$65,958, with nearly 30% of residents living below the poverty line. In contrast, the town of Sausalito was founded in the 1830s (as a region of Mexico) as a location for ships to collect fresh water near San Francisco. The median income in Sausalito is \$120,424, nearly double that of Marin City, with just 5.6% of residents living below the poverty line.

In the case of the Sausalito Marin City School District (SMCSD), the asymmetrical dynamics between both communities combined with the implementation of biased educational policies further exacerbated the harm of segregation. Black and Latinx students were limited from accessing educational opportunities. The impacts of segregation extend beyond a seemingly superficial separation of students of color from white students. Segregation separates students of color from power, opportunity, and supportive spaces that honor and value their identities. Segregation directly contributes to divided communities. **In July of 2019 SMCSD received the first desegregation order in the State of California in 50 years. The settlement that is a result of this order required a comprehensive Education Plan as a part of the remedies designed to desegregate the district.**

Fortunately, our public schools offer a unique opportunity to bridge the divisions apparent in our society. Integration offers an opportunity for young people to come together and build a stronger and more pluralistic democracy, all while receiving a meaningfully diverse and inclusive education.

Research has shown all students benefit from diverse classrooms.¹ These benefits can be broken into three main categories:

Academic and Cognitive benefits: higher average test scores, higher rates of college enrollment, decreased dropout rates, increased critical thinking, problem solving, and creativity

Civic and Social Emotional benefits: reduction of racial bias and counter stereotypes, higher likelihood to seek out integrated settings later in life, enhanced leadership skills, and improvement of student satisfaction and self-confidence.

Economic Benefits: highly effective and least expensive intervention, the promotion of equitable access to resources, and the preparation of students for an increasingly global economy.

Unification of the two schools in the district, Bayside MLK and WCA into one single school was one of the most expedient ways to achieve the goals of integration and the benefits of diverse classrooms for all students in the district. This plan is the result of an intensive collaboration by all stakeholders in our community that included staff members from both schools, over a dozen joint study sessions

¹ Wells, Fox, and Cordova-Cobo, 2016

between our respective boards, parents, students and community members. Unification happened on a dual track with desegregation. In March of 2021 both the SMCS D Board of Trustees, a publicly elected body, and the WCA Board an appointed body, passed resolutions outlining specific steps for the Unification of schools. The charter will bring it's operations to a close on June 30, 2021. We will open a single unified TK-8 grade school on August 23rd, 2021 that is a result of hope, optimism, and collaboration. This work was started in our community in September of 2019 and completed by our community during the darkest days of the Covid 19 Pandemic, and the brightest days that followed social uprisings in our country in response to the murder of George Floyd and the storming of the Capitol Building. This plan represents a blueprint to build a stronger and more pluralistic democracy while providing a diverse and inclusive education that can serve as a beacon to restore the promise of public education in our district, in our county, in our state and in our country. One of the most important moments in this process was when during a joint study session our Boards together built consensus around the following:

Mission:

We exist to:

Instill a love of learning in our children and support them to be curious and flexible thinkers, confident in their individuality, their community, and their ability to create a safer and more just world.

The core values outlined grounding this mission include:

- **Inclusive:** We are curious, open minded, generous, humble and empathetic.
- **Optimistic:** We are hopeful, proactive, resilient and creative.
- **Collaborative :** We are flexible and committed to teamwork.
- **Making a Difference:** We are dedicated to achieving transformative outcomes.
- **Accountable:** We are ethical, dependable and trustworthy.

With the intention of honoring the above mission and core values, and in response to a complaint against the SMCS D, who in years past, had intentionally neglected both the mission and core values articulated for SMCS D, as well as the promise of Brown v. Board of education; building on the work of the Desegregation Advisory Group

and reflecting some additions from the Unification Process and Joint Study Sessions the District presents this Comprehensive Educational Plan.

Integration Generation Plan:

Vision

- **“Un” Traditional PK-8 public school, this school will not operate as a charter school, but it will be untraditional in the sense that it will be a unique public school that functions differently and is based on a different ideological system than any other public school.**
- **The district is combining the best of both existing schools to create a system that is better than the sum of its parts**
- **The district in partnership with the community is creating a world class school that is the top choice of families in the 94965 and that is ready to open August 23, 2021**
- **Our District will offer** World-class facilities and educational programs that serve as a model of educational equity, excellence, and integration.
- **Our system will be focused on** social and climate justice; In order to achieve improved outcomes for all students, and especially for Black, Latinx, English Language Learners, and students with any learning differences,
- Our system retains highly qualified staff who reflect the diverse and identity of our community and ensures a safe and inclusive climate for all.

Report Outline (Existing)

a. **Preschool**

- i. Attract New Families & Stabilize Enrollment
- ii. Data Systems & Longitudinal Tracking
- iii. Calendar and Programmatic Alignment
- iv. Enrichment & Foodservice
- v. Collaboration Curriculum & Vertical Alignment
- vi. Special Education
- vii. Community Engagement & Parent Leadership
- viii. Program Quality and School Readiness
- ix. Program Development

b. **K-8 World Language STEAM Community School**

- i. **World** Language
- ii. **STEAM Science Technology Engineering Arts Mathematics**
- iii. Community School & Family Engagement
 1. Family Engagement Network - Vision & Mission
- iv. College & Career & Teachers of Color
- v. Curriculum Collaboration & Vertical Alignment
- vi. Single Subject Credentialed Teachers

c. **The People's Empowerment Arts & Community Engagement (PEACE) After School Program**

- i. Purpose
- ii. The 12 Components
- iii. Long Term Program Leadership

d. **Culture & Climate**

e. **Program Marketing**

f. **Transportation**

g. **Out of District and Interdistrict**

h. **Professional Learning**

i. **Facilities**

- i. Solar Project
- ii. EV Charging

j. **Measure P**

k. **Funding**

Complaint

In 2016 the Office of the Attorney General (AG) of the State of California opened an investigation into the Sausalito Marin City School District (SMCSD). This investigation resulted in the simultaneous filing of a complaint and settlement agreement in San Francisco Superior Court between the AG and SMCSD on August 8, 2019. The complaint against the district alleges the following:

- SMCSD knowingly and intentionally maintained and exacerbated existing racial segregation in Sausalito and Marin City
- Intentionally established a segregated school
- Was motivated by a Trustees desire to create a segregated school
- Provided discretionary funding to support segregation
- Cut programs at the segregated school that led to loss of dedicated qualified teachers, which led to students being unprepared academically and socially for High School.
- SMCSD failed to take steps to alleviate the segregation
- SMCSD deprived BMLK students of an equal educational opportunity and an integrated education.

Agreement

The desegregation agreement, the first of its kind in 50 years in the State of California, prohibits SMCSD from violating the laws outlined in the complaint above and will last for a duration of 5 years if all the conditions are met. The Agreement mandates the formation of a Desegregation Advisory Group (DAG) which will make recommendations to SMCSD on:

- All programs & Education programs
- How to Reduce Racial Segregation
- How to improve Education Programs
- Must meet at least twice per year
- District will contract with qualified third party experts on racial segregation. Experts will facilitate and organize the DAG and be approved by monitor or AG

The third party experts can:

- Facilitate the DAG
- Conduct Needs Assessment
- Design & Implement an Academic Program to attract students of diverse backgrounds
- Program to incorporate community resources
- Can be the same person or group to do all three or different people
- Can be satisfied by the District

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The Desegregation Advisory Group (DAG) was created according to the Settlement Agreement with the CA Attorney General

MEET THE "DAG" TEAM

DAG Facilitator

Frank J. Omowale Satterwhite, Ph.D., is an acclaimed community-building specialist with more than 25 years of experience providing technical for social change in communities of color and other underserved communities. He founded the National Community Development Institute in Oakland, California and is now President of Applied Management and Organizational Services. He has provided technical assistance to more than 1,200 organizations in 43 states during his career. Omowale's previous experience includes serving as President of the Institute for the Study of Community Economic Development and President of the Community Development Institute, which he founded in 1979. Omowale has a Ph.D. from Stanford University, a M.A. from Southern Illinois University and a B.A. from Howard University.

DAG Advisor

John A. Powell, an internationally recognized expert in the areas of civil rights and civil liberties and a wide range of issues including race, structural racism, ethnicity, housing, poverty, and democracy. He is the Executive Director of the Haas Institute for a Fair and Inclusive Society, which supports research to generate specific prescriptions for changes in policy and practice that address disparities related to race, ethnicity, gender, sexual orientation, disability, and socioeconomic status in California and nationwide. In addition to being a Professor of Law and Professor of African American Studies and Ethnic Studies at the University of California, Berkeley, Professor Powell holds the Robert D. Haas Chancellor's Chair in Equity and Inclusion.

DAG Advisor

Matt Gonzales is an educator, an advocate, and a policy analyst. He is the founder, and director of the Integration and Innovation Initiative (i3) at NYU Metro Center, a project designed to support policy development and design, implementation, and advocacy for school integration. He is the co-founder of the NYC Alliance for School Integration and Desegregation (nycASID), and serves as the Policy Coach for the youth-led advocacy group IntegrateNYC. As a member of Mayor de Blasio's School Diversity Advisory Group, Matt has helped to craft New York City policy on school integration, and was integral in helping draft a common definition for Culturally Responsive and Sustaining Education (CRSE) recently adopted by the DOE. He has worked closely with state education leaders to design the New York State Integration Project (NYSIP) grant program and has supported districts all across New York in developing integration plans. Nationally, Matt serves on the Policy Working Group and Steering Committee for the National Coalition on School Diversity and is an Advisory Board member for Integrated Schools, a grassroots parent network committed to integrated schools. He is a former special education teacher at Bancroft Middle School in Los Angeles, and earned his Masters in Education Policy from Teachers College, Columbia University in 2016. He earned his Bachelor's in Urban Education and a Special Education Teaching Credential from California State University, Los Angeles.

DAG Advisor

Zarith Pineda is an architectural and urban designer, as well as the founder of Territorial Empathy, a research laboratory that specializes in mitigating urban conflict through architectural interventions. In 2017, she was appointed to the Architecture and Urban Design faculty at Columbia University as an Adjunct Associate Professor. At Columbia her research on water diplomacy, spatial justice, and conflict urbanism awarded her the prestigious Lowenfish Memorial Prize. Before this undertaking, Zarith worked at a number of national and international architectural firms where she was involved in a broad range of institutional, residential, and commercial projects. Most recently, Zarith has focused on the D15 Diversity Plan, an unprecedented community engagement and research project that investigates racial segregation in New York City's public schools. In this capacity she has exposed the adverse impacts of urban systems on students of color and advocated for children's access to quality education, language and infrastructure equity. Zarith's work has been published and exhibited in New York, New Orleans, Washington D.C., Paris, Brussels, Venice, Amman and Tel Aviv. Most notably, her Architectural Master's thesis, Engineered Paradises, was chosen by the District Architecture Center in Washington D.C for exhibition and earned her the recognition of Emerging Voice in Architecture. The project proposed an infrastructure of reconciliation throughout the West Bank with the hopes of momentarily disrupting the Arab-Israeli conflict.

DAG Advisor

Christina Leimer, Ph.D. is a research and evaluation consultant and writer for scholarly and general audiences. In her 25 years of experience managing strategic planning and effectiveness research departments in colleges and universities with highly diverse student populations, she has focused on student success and equity. Her degrees are in Sociology and Human and Organizational Systems with a focus on culture and social change. Christina has published articles in local, state and national newspapers and magazines on a variety of topics. Her interests are wide ranging but usually explore social, psychological and cultural issues, spirituality, end of life, and the human-natural world connection. She is a member of the American Society of Journalists and Authors and a Sausalito Resident. Christina has been a Marin County Human Rights Commissioner, an elected delegate to the California Democratic Party and serves on the Democratic Central Committee of Marin.

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The Desegregation Advisory Group (DAG) was created according to the Attorney General's Superior Court Judgment.

MEET THE "DAG" TEAM

DAG Advisor

David Duncan M.A.Ed. was a child of a student who was part of the voluntary desegregation in the 1960s. He is an experienced Social Worker with a demonstrated history of working in the individual and family services industry. He is a strong community and social services professional with a Master of Education (M.Ed.) focused in Secondary Education and Teaching from Grand Canyon University.

DAG Monitor

Janelle Scott, a Professor at the University of California, Berkeley in the Graduate School of Education and African American Studies Department. She holds the Robert C. and Mary Catherine Birgeneau Distinguished Chair in Educational Disparities. Scott earned a Ph.D. in Education Policy from the University of California, Los Angeles Graduate School of Education and Information Studies, and a B.A. in Political Science from the University of California, Berkeley. Prior to earning her doctorate, she taught elementary school in Oakland, California. Her research explores the relationship between education, policy, and equality of opportunity, and centers on three related policy strands: the racial politics of public education, the politics of school choice, marketization, and privatization, and the role of elite and community-based advocacy in shaping public education.

THE DESEGREGATION ADVISORY GROUP TIMELINE

The DAG invited students, parents of students, public school administrators and teachers, community organizations, the Marin County Office of Education, Marin Housing Authority, Health and Human Services Department, the City of Sausalito, and the Marin City Community Services District to be a part of the DAG.

The vast majority of invited groups were well represented and we have received commitments from the few that were unable to make it to attend the next meeting. Some important upcoming events to be aware of are:

- **JANUARY 30, 2020** – DAG Meeting #2 | 4PM - 6PM | DAG Townhall @ Bayside MLK
- **JANUARY 30, 2020** – DAG Townhall Meeting | 6PM - 8PM @ Bayside MLK
- **FEBRUARY 6, 2020** – DAG Meeting #3 | 4PM - 6PM @ Bayside MILK
- **FEBRUARY 20, 2020** – DAG Meeting #4 | 4PM - 6PM @ Bayside MILK
- **MARCH 5, 2020** – DAG Meeting #5 | 4PM - 6PM | DAG Townhall @ Bayside MLK
- **MARCH 12, 2020** – Presentation at Board of Trustees Meeting

For any information regarding unification please visit www.smcsd.org and select the desegregation tab on the home page, for any questions please email desegregation@smcsd.org.

Never before Aired BBC Documentary on the **1965 Desegregation of the Richardson Bay School District** will be aired locally- stay tuned for dates and times.

SMCSD Superintendent was required to invite representatives from the following groups to the DAG including but not limited to:

- Students
- Parents of students
- Public School Administrators
- Public School Teachers
- Community Organizations
- MCOE
- Housing Authority
- Health & Human Services
- City of Sausalito
- Marin City Community Services District

DAG Activities included were not limited to:

- Review and input of policies, procedures, practices and any changes relating to education program
- Review and input of student demographic data
- Review and input of impact of any program on student demographic data within district and specifically on race and ethnicity of students in any program
- Review and input of community feedback regarding education programs in district
- Review and input relating to health & social services and other support programs available to students
- Review and input relating to other activities and events within District that may effect racial segregation
- Within 45 days of any DAG meeting the group shall publicize a written summary of the meeting
- Written summary will be provided to the Monitor and Superintendent
- Superintendent will review summary to identify potential improvements or modifications to District policies, practices, and identify potential partnerships with other organizations

The DAG is responsible for creating a community oriented comprehensive education plan. In order to create the plan SMCSD is required to:

- By Tuesday Feb 4 2020 SMCS D was required to conduct an assessment of community needs and requests relating to implementation of comprehensive Education Program
- The community includes all areas within district containing residences and any additional areas the district sees fit
- This assessment must include but not be limited to:
 - Parents of children under 8 residing in the district
 - Community Organizations
 - SDTA representatives chosen by SDTA
 - CSEA representatives chosen by CSEA
 - Parent representatives of BMLK and chosen by parents at BMLK
 - TUHSD
 - MCOE
 - Marin Community College District
- The district was able to contract with the qualified third party experts listed above to assist with the assessment and this plan

Comprehensive Plan

This comprehensive Education plan is required to include:

- Program and Curriculum designed to attract students from throughout the district of all backgrounds
- Incorporate community resources
- Provides 7th & 8th grade students instruction from single subject credentialed teachers in English, Math & Science
- A mission and vision statement
- Long term funding
- Long term teacher retention and recruitment
- Long term program leadership
- Positive interaction amongst student groups
- Discipline policies that encourage community building and communication
- Discipline policies that are equitable unambiguous and limit exclusionary discipline
- Community and Family Engagement
- Program Marketing
- A consideration of feasibility costs and transportation that adequately serves all students from throughout the district who attend district operated schools
- Out of district enrollment and interdistrict attendance agreements
- Professional learning for teachers, staff, and administrators on working with diverse classrooms and encouraging positive intergroup interactions
- Physical facilities use including a description of options for enrollment capacity
- Eligibility of the program for special funding including grants

The plan is required to be presented at an open board meeting, a copy must be distributed to the public one week prior to the open board meeting. AG must be notified of board meeting and receive a copy of this plan at the same time as the public. AG may object or submit comments to this plan. SMCS D will have 30 days to respond to objection or comments, and AG can again object or submit comments. SMCS D will adjust plan and resubmit within 60 days of final objection and resubmit at an open board meeting. AG will object if the plan does not meet the requirements of the settlement agreement, or will not likely remedy harms in complaint, or if it violates federal or state law.

Our original plan was approved March 11, 2021. The AG provided Feedback to that plan and via our Unification process this revised plan incorporates the AG's feedback and is reflected in our 3 year LCAP for the 21-24 School year, an LCAP designed for a unified school and all of the students in the district.

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 10 town hall meetings and received qualitative feedback at all ten 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. Lastly our boards met jointly 13 times to chart a pathway towards unification and inform this plan.

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?

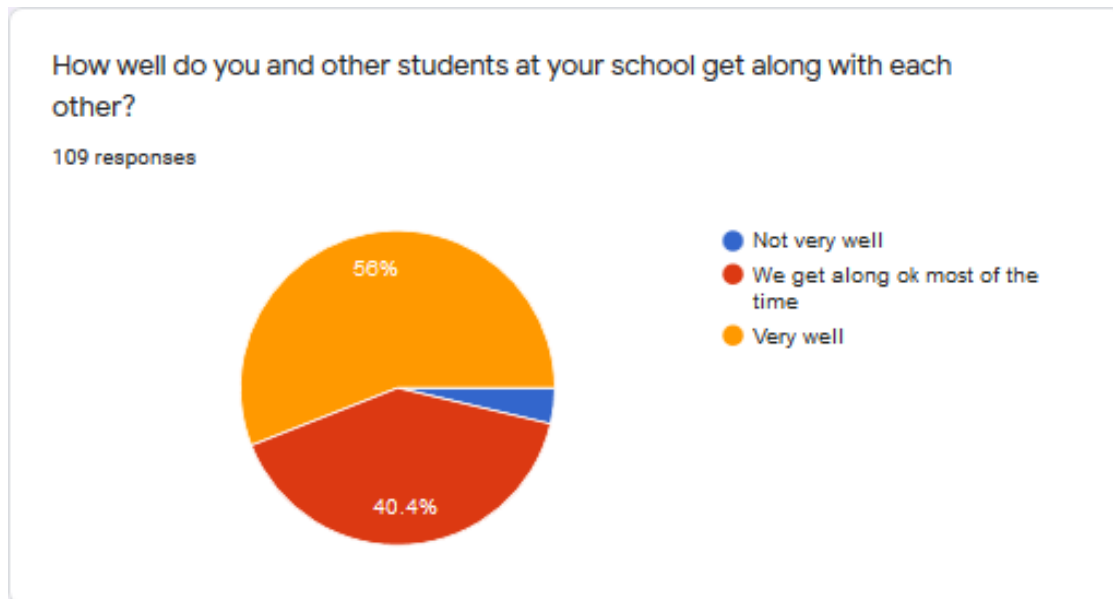
	Pre-K – 1st at BMLK		Pre-K – 1st at WCA		No Preference	
Teachers/Staff	None Selected this Option					
Students	Not Asked					
Parents (English)	3	60%	2	40%		
Parents (Spanish)	4	100%				
General Community	7	100%				

How Get to School?

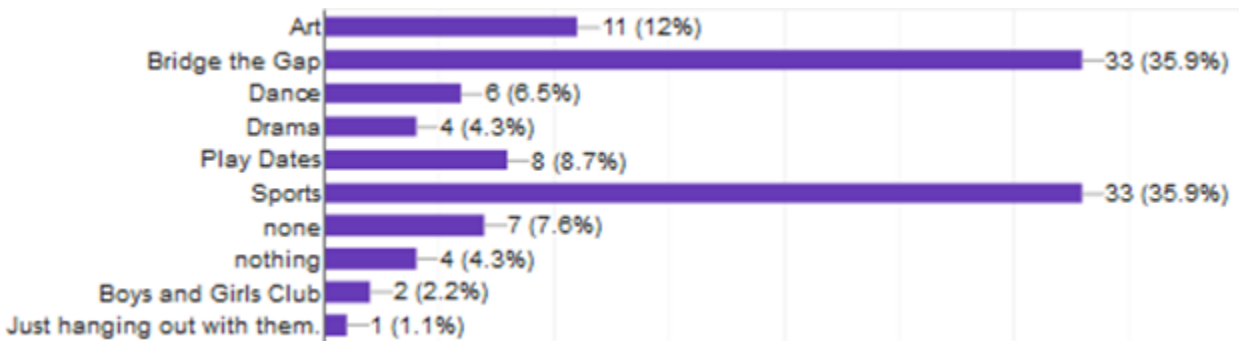
	Bike		Bus		Car		Walk		Combinations	
Teachers/Staff	Not Asked									
Students	2	2%	7	6%	56	50%	29	26%	20	18%
Parents (English)	18	12%	18	12%	98	65%	75	50%		
Parents (Spanish)			1	10%	8	80%	3	30%		

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

Ø *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)

Section 3 - Community Engagement Process

Prior to the settlement agreement with the AG, both the SMCS D Board of Trustees and the charter school board voluntarily passed a resolution to explore unification into a single school for the community. A united school would immediately put us in compliance with the settlement agreement if we are able to retain some or all of the approximately 170 White students that currently attend WCA. Both boards created ad hoc committees to guide the process. Two members of the SMCS D board along with the SMCS D Superintendent, and three members of the WCA board began to meet together to plan an inclusive collaborative community engagement process. Below is the original timeline of events as conceived of in July 2019

Goal: Engage all community stakeholders in a feedback and input process to identify priorities and pathways to the unification of WCA and BMLK into a single school. Build consensus around the best pathway forward and generate a final report to the Board of Trustees. of exploring possible options for a single school solution, including consideration of the advantages, disadvantages, issues, concerns, and feasibility of same; may actively seek input and participation by parents/guardians, staff, community, and students and may consult with local public boards and agencies; outlining potential options for a single school solution along with any related findings, proposals, recommendations, or considerations.

Phase 1 (August-September): Launch, Initial Feedback , Fact Finding, & Foundational Knowledge

Week	Activity	Details/Outcomes
7/15-7/19	Unification Committee	<ul style="list-style-type: none"> Build consensus around process, work groups, outreach and scope and sequence
7/22-7/26	Freedom School Culture Night	<ul style="list-style-type: none"> Soft launch Freedom School Culture Night 7/25 Dream School for BMLK and WCA students attending Freedom School

7/29-8/2	Unification Committee	<ul style="list-style-type: none"> ● Synthesize Feedback from Freedom School Culture Night Dream School Activity ● Design outreach materials/Webpage
8/5-8/9	Board of Trustees Meeting	<ul style="list-style-type: none"> ● Share Scope & Sequence ● Share Committee work to date
8/12-8/16	Unification Committee	<ul style="list-style-type: none"> ● Begin comprehensive and targeted stakeholder outreach ● Unification Committee Meeting #3
8/19-8/23	First Day of School Joint Unification Committee	<ul style="list-style-type: none"> ● Stakeholder Outreach ● Joint SMCSD and WCA Unification Committee Meeting
8/26-8/30	Unification Committee	<ul style="list-style-type: none"> ● Joint SMCSD and WCA Unification Committee Meeting#2
9/2-9/6	Back to School Night	<ul style="list-style-type: none"> ● BTSN/WCA Stakeholder Outreach ● BTSN/BMLK Stakeholder Outreach
9/9-9/13	Board of Trustees Meeting	<ul style="list-style-type: none"> ● Share Committee work to date ● Share Joint Committee Calendar & Flyer ● Share Community Survey
9/16-9/20	Survey & Fact Finding	<ul style="list-style-type: none"> ● Open Community Survey Window ● Joint SMCSD and WCA Unification Committee Meeting#5
9/23-9/27	Fact Finding & Foundational Knowledge	<ul style="list-style-type: none"> ● Close Community Survey Window ● Legal Report ● Finance Report ● Facilities Report ● Unification Task Force Meeting #6

		<ul style="list-style-type: none"> ● Draft FAQ
9/30-10/4	Fact Finding & Foundational Knowledge	<ul style="list-style-type: none"> ● Workgroup Formation ● Unification Task Force Meeting #7
10/7-10/11	Board of Trustees Meeting	<ul style="list-style-type: none"> ● Share Committee work to date adopt final FAQ ● Updates Survey Reports and Workgroups
Phase 2 (October- November): Work Groups, Priorities, Pathways		
Week	Activity	Details/Outcomes
10/14-10/18	Work Groups & TownHall #1	<ul style="list-style-type: none"> ● Workgroups TBD ● Joint Town Hall Meeting BMLK 10/15 ● WCA 10/16
10/21-10/25	Work Groups	<ul style="list-style-type: none"> ● Workgroups TBD
10/28-10/31	Work Groups	<ul style="list-style-type: none"> ● Workgroups TBD
11/4-11/8	Work Groups	<ul style="list-style-type: none"> ● Workgroups TBD
11/12-11/15	Board of Trustees Meeting	<ul style="list-style-type: none"> ● Share Committee work to date ● Updates on Work Group & Town Hall Progress & Calendars ● Student, Staff, and Parent Survey
11/18-11/22	Town Hall #2	<ul style="list-style-type: none"> ● Joint Town Hall Meeting BMLK & WCA ● Initial Draft Work Group Report

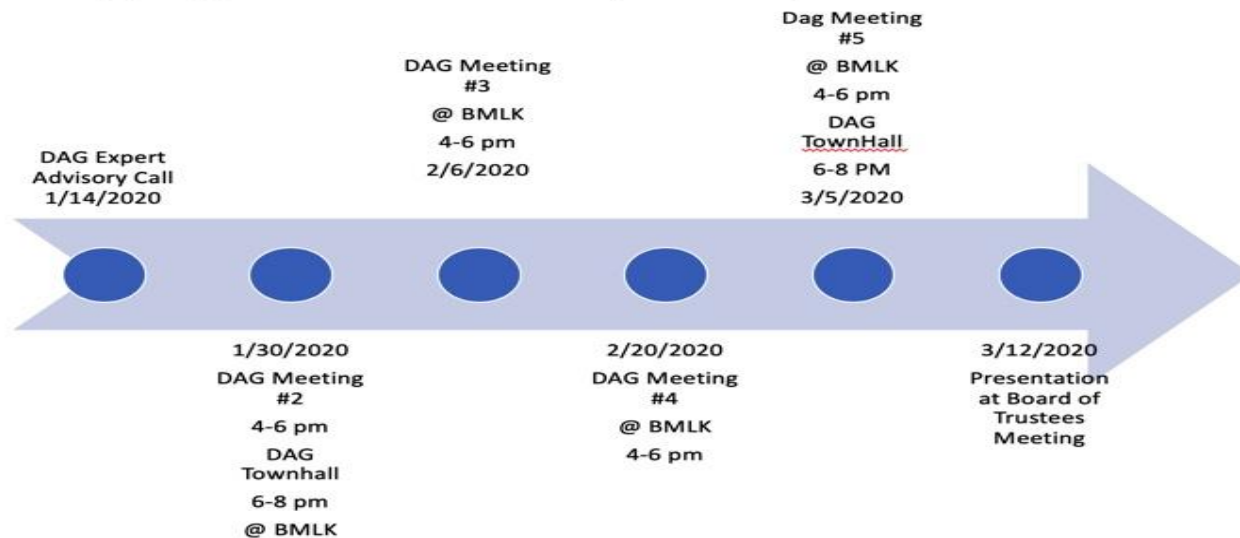
Phase 3 (December-January): Synthesize & Report		
Week	Activity	Details/Outcomes
12/2-12/6	Town Hall #2	<ul style="list-style-type: none"> ● Town Hall #2 ● Work Group Draft Reports ● Unification Task Force meeting #8

12/9-12/13	Board of Trustees Meeting	<ul style="list-style-type: none"> ● Share Committee work to date ● SMCSD Board Workshop ● WCA Board Workshop ● Preliminary Synthesis & Community Feedback
12/16-12/20	Town Hall #3	<ul style="list-style-type: none"> ● Work Groups- Share Draft Final Report & Findings in final report template 12/17 ● Get Community Feedback ● Town Hall Meeting BMLK ● Unification Task Force Finalize Survey Items by 12/20, ● Unification Task Force Create survey link and send to parents and community by 12/23 ● Schedule date first week of January with both Principals to administer student survey by 12/27
12/23-12/27	Synthesis	<ul style="list-style-type: none"> ● Unification Task Force review Work Group Reports by 12/24 ● Synthesize findings ● Unification Task Force Draft Final Report and send to all work groups by 12/27 for final round of feedback
12/30-1/3	Synthesis	<ul style="list-style-type: none"> ● Unification Task force Finalize Report by 1/2/20 ● Publish Report 1/3/20 ● Send to all work groups 1/3/20
1/6-1/9	Board of Trustees Meeting	<ul style="list-style-type: none"> ● Share Final Report & Findings 1/9/20 at BOT meeting ● Extend timeline? Add a town hall ? Extend Survey window?

At the request of some of the work groups and the WCA Board there was a request to extend this timeline so that questions around governance structure and finances could be

addressed. After the initial meeting of the DAG and the second meeting of the group of expert advisors the DAG also recommended an extended timeline so that the expert advisors to the district could have more time to reflect on and provide advice. Below is the extended timeline

Desegregation Advisory Group Timeline



SMCSD Superintendent requested to AGs office to grant an extension until the March Board meeting, which was granted with conditions. Below is an extended timeline from the combined Unification committees of SMCSD and WCA.

The above activities and timelines represent the bulk of community outreach, however they do not include the hundreds of one on one meetings, phone calls, and emails made by each member of the Unification Task Force or by individual Work Group members to coordinate and create all of these things. In each work group report you will find a record of the members and how many meetings they had.

Section 4 - Unification

Working jointly the Sausalito Marin City School District (SMCSD) and Willow Creek Academy (WCA) intend to improve the educational and social outcomes of all

current and future students enrolled in our public schools. Both SMCS and WCA passed resolutions to explore a unified school solution prior to the judgement in the Attorney General's desegregation complaint and are committed to working together in this spirit. We are committed to engaging all stakeholders in a process that builds consensus around the best pathway for Willow Creek Academy and Bayside MLK to create a unified school solution.

We are actively seeking input from and participation of parents/guardians, staff, community, and students. This process will generate recommendations to the Boards of Trustees, having considered the advantages, disadvantages, issues, concerns, and feasibility of a unified school solution. **We are almost complete with Unification. We passed a final resolution in March 2021. The school will open as one unified school on August 23rd, 2021. WCA will complete all operations by June 30, 2021. This is a triumphant and hope filled process that can provide a blueprint and a beacon for other communities wrestling with the issue of school desegregation. It represents a vision and a mission that takes the best of both schools and reimagines the American Public School system to be something better than it has historically ever been.**

Unification-DAG-LCAP

**Just an Idea-
to be decided
with you!**

Unification –Desegregation – LCAP Plan Timeline



Section 5 - Work Group Reports and Recommendations

- Curriculum Work Group
- Culture & Climate Work Group
- Philanthropy & Fundraising Work Group
- Fiscal Integrity & Transparency Work Group
- Student Work Group
- Facilities Work Group
- Transportation Work Group
- Process Work Group
- Staffing Work Group

Curriculum Work Group Report

CURRICULUM FOR THE CHILDREN

Sausalito Marin City School District

**Unification Workgroup
October–December 2019**

INTRODUCTION

We recommend the following Six Pillars that uphold and support:

“TOP TIER ACADEMICS”

Foundational knowledge contained in these pillars are taught through the lens of:

Project-Based Education and Arts Integration

Subjects include, but are not limited to:
English, Dual Language Immersion, Math, Science,
World Geography, World History, Arts, Foreign Language,
Critical Media Studies. Required: Reading and Discussion

Members (alphabetically by first name)

Ann Le

Cynthia Williams

David Finnane

Florence Williams

Glenda Gentry

Jenny Schmidt

Laura Cox

Leshawn Holcomb

Nathan Scripps

Oshalla Diana Marcus. “Ms. Dee”

Victoria Joy

Six Pillars under the Roof of

TOP TIER ACADEMICS

We advocate for a new approach that brings the best of what's working at both WCA and BMLK and combines it with the best of what's working elsewhere to help our district thrive.

We co-created the six pillars to guide our conversation and support our resulting recommendations.

Each of the pillars are described in the following slides, including example schools, programs, or curricula.

Indigenous Wisdom/ Climate Justice

Global Connectedness

The Arts

Technology/Technical Arts

Social Justice & Healing

Cultural Studies

Indigenous Wisdom/Climate Justice

This pillar upholds the wisdom of Indigenous people, and supports their ongoing struggles for thriving into the future, including ancient strategies that address **Climate Change.**

SUGGESTED TOPICS

Environmental Education, Mindfulness, Pre-Colonial Codes of Conduct, Earth Centered Spirituality, Restorative Earth Sciences, Native American Treaty Studies

EXAMPLES / LINKS

Lesson Plan for Middle School Tolerance .Org [Analyzing Environmental Justice](#)

Global Connectedness

This pillar supports the reality that our students live in globally connected **social and economic systems** and that school curriculum should serve to deepen their understanding of those systems.

SUGGESTED TOPICS

Geography, World History, World Literature. Macroeconomics, Regional and Global effects of Climate Change. Pre-Colonial Systems of Governance, and Social Structures. Perspectives that reflect student population.

EXAMPLES / LINKS

"Rethinking Schools"

How we understand race and radical imaginary in K-12 classrooms.
David Stovall, Professor African American Studies

THE ARTS

This pillar upholds the teaching of a dynamic, culturally relevant arts program including an **Arts in Education Integration Program** that brings curriculum to life.

SUGGESTED TOPICS

Content areas will include the five arts disciplines included in the state adopted Visual and Performing Arts Framework, k-12:
Dance, Media Arts, Music, Theatre, and Visual Art.
Arts Integration also known as **Teaching Through the Arts**

EXAMPLES / LINKS

Arts Magnet School: <https://www.berkeleyartsmagnet.org/our-school/curriculum/>
Arts Integration: <https://creativeartscharter.org/academic-approach/>

Technology/Technical Arts

This pillar supports study and training in specific technical arts, including STEM technologies, that prepare students with the knowledge and skills needed for entry into in-demand careers.

SUGGESTED TOPICS

Age/Stage appropriate software, humanities-centric approach to understanding or creating new technologies. *Technical Arts* is defined in the California Career Technical Education Industry Sectors and include Building Trades and Construction; Education, Child Development, and Family Services; Engineering and Design; Manufacturing and Product Development.

EXAMPLES / LINKS

[Common Sense Digital Citizenship](#)

About The Technical Arts : A definition of Technical Arts from [Birmingham Charter High School](#)

Social Justice & Healing

This pillar upholds the need to wisely and compassionately address social injustices of the past and present to co-create a future where those injustices are no longer repeated.

This pillar supports diversity as a beginning to address equity and inclusion.

SUGGESTED TOPICS

Critical Race Theory, Socio-Emotional Learning, Community Esteem, Whole Person, Restorative Justice, Healing Circles, Spirituality, Daily school-wide exercises: Stretch, gratitude, mindfulness exercises, Required Reading & Discussion

EXAMPLES / LINKS

[Diversity in Teaching](#)

[Social Justice and Intersectionality Resources:](#)

<https://wordpress.oise.utoronto.ca/diversityinteaching/intersectionality-resources/>

Culture Studies

This pillar supports teaching our students **what it means to be human** and how we are **interconnected with other humans** by our actions and choices across families communities, societies and our shared planet.

This pillar supports a **culturally relevant** curriculum.

SUGGESTED TOPICS

Critical Thinking, Philosophies, Literature, Fine Arts, Culinary Skills, Film, Theater, Fashion, Oral Traditions, The Humanities

Culture & Climate Work Group

Culture and Climate Unification Work Group Final Report

Group Members

Lisa Bennett
Johnetta Maduakolam
Laura Gonzalez
Kevin Breakstone
Oshalla Marcus
Sharika Gregory
Ellen Franz
Ellen Rosenstein
Bridget (last name?)
Ricardo Moncrief
Monica Yanez Ozbek
Kahaya Adams

Meeting Dates

October 15 (Bayside/MLK Town Hall)
October 16 (Willow Creek Town Hall)
November 20 (Johnetta's classroom at Willow Creek)
November 26 (videoconference call)
December 11 (Johnetta's classroom at Willow Creek)

Major Findings

Our group slowed down, veered away from the instructions and instead had conversations that reflected the lived experiences, passions and sometimes disharmony of our group. We do not have a 100% complete and thorough report but what we do have is a much better sense of the dynamics of the situation we are in. We used much of our time talking to each other, and we believe that the entire community needs to do this – slow down before we speed up so that healing has a space to take hold. The work we did, as uncomfortable and inspiring as it was, is essential to unification.

To unify the schools we should consider these elements from a lense of culture and climate:

- Teachers need the support, training, and infrastructure to recognize and react appropriately to trauma. Discipline should be repurposed to include restorative justice, and students should not be shamed but should be recognized for their gifts and resilience as a path to healing.
- The omnipresence of the arts is essential to the climate or the feel of the campus.

- We must create a culture of students who are empowered to advocate for themselves.
- "Safety" of students does not involve law enforcement. Safety is mental, physical, emotional and spiritual well-being, where a child's needs are met.
- Scarcity thinking will limit our potential for true unification. We should think and act in terms of a spirit of abundance. This is the work our group started to do and this is the work our larger community needs to embrace.
- Ask ourselves who or what is missing in this discussion? Are all voices represented? Are the dominant voices leaving no room/time/space for others to be heard? For example, we realized that there were very few members of our LatinX community at our Town Halls and subsequent meetings. We asked for childcare at our committee meetings to enable more young mothers to attend. Our meetings should be accessible to our entire community.

Other Considerations

We could have benefited from having a facilitator who could have helped us clarify the process we were embarking upon and the objectives we were to meet. We felt that we had little guidance doing this work. This led to confusion, which Dr. Monica Sharma refers to as "the pregnant space for transformation." However, it also led to frustration, and that was counter-productive.

Recommendations

We have a list of 23 recommendations (attached) which we have further refined and edited to these three:

1. **Students** should have the opportunity to go through this process as well, to envision the kind of school they would want. We welcome their voices. We can group them into the following work groups: K-2, 3-5, and 6-8 with a consciousness for English language learners and children with disabilities. We recommend that this process happen at each school, then we compile the list and report out by bringing all the children together.
 - Ask what languages they would like to learn, what music, what art?
 - For the youngest children, use pictures not words
2. Develop a **Site Equity Action Team** at both campuses to evaluate curriculum, teacher training, etc through the lens of equity.
3. Hire **educators who reflect the cultural diversity of our global community**.

Staffing Work Group Report

The staffing workgroup is committed to supporting the teachers, classified staff, administrators and all other personnel at both schools through the process of unification. We recognize that this is a time of uncertainty and want to affirm our commitment to the importance of the staff who provide education and support for our children. We have identified the following common core principles:

1. It is essential that teachers and staff at all levels be diverse to reflect the great diversity in our district. We support efforts to reach out to universities and colleges to recruit more teachers of color and affirm the value of all types of diversity throughout our district.
2. Counselors and instructional aides are critical to support our students and enable teachers to concentrate their efforts on education.
3. Excellent instructional specialist support for those with learning differences is also essential to support our children and teachers.
4. Professional development is essential for all of our staff. Education around equity and inclusion should be mandatory. Continuing education in teaching methods, developments in one's professional field and other education is also crucial to ensure a high-performing school.
5. Opportunities for teachers to share with others teaching the same grade or subject matter is essential for providing a common experience for students.
6. The district should explore opportunities for low-cost housing for teachers to encourage recruitment and retention.
7. The community school services begun at Bayside/MLK should be maintained and expanded to support the children and their families. By diminishing stresses in the children's lives, we increase their ability to learn and thus support our staff.
8. Teachers should have sufficient time for development, collaboration and opportunities to prepare classes that are innovative and meet the needs of our students.
9. To build a unified school, it will be important to have more opportunities for teachers and staff at Willow Creek and Bayside/MLK to work together and get to know each other.
10. We encourage development of a questionnaire for teachers and other staff at both schools to identify their concerns, excitement, ideas and suggestions for unifying the schools. Types of questions that might be posed are:
 - What are you most excited about with school unification?
 - What are you most concerned about with school unification?
 - How might those concerns be addressed?
 - What do you think are the strengths of the school that you work at now?
 - What do you think it could do better?
 - What do you think are the strengths of the other school?
 - What do you think it could do better?
 - What things would make your job better?
 - What ideas do you have for combining staff at both schools?
 - What professional development have you found most helpful?
 - What additional professional development would you like?
 - How can we make this the best possible school for our students?

Fundraising and Philanthropy Work Group Report

December 17, 2019

Group Members:

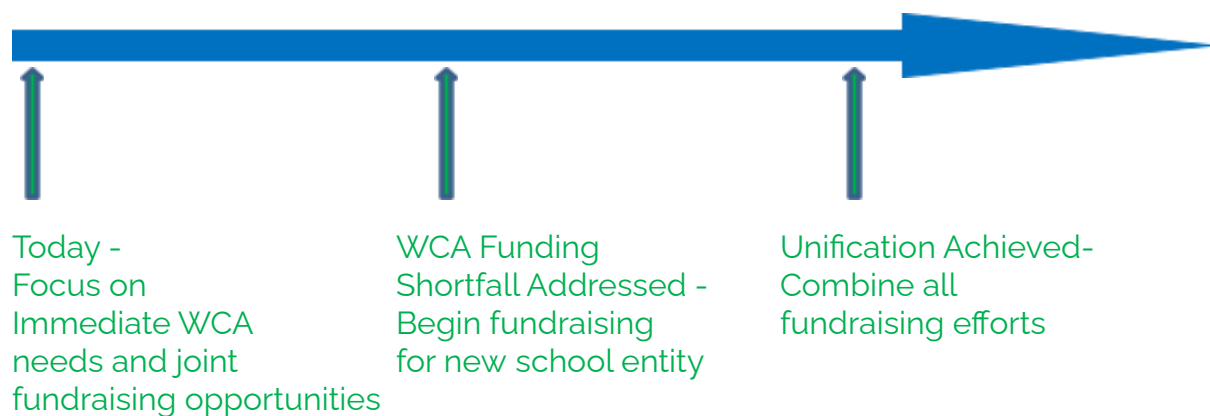
- Claudine Alameda
- Paul Austin
- Ashley Castro
- Terrie Green
- Barbara Killey
- Rachel Lehmann-Haupt
- Elana Yonah Rosen
- Nora Stratton

Meeting Dates: 12/05/19, 12/12/19, 12/17/19

Major Findings:

The Work Group agrees that the over-arching goal of this committee is to create a community vision for, document and deliver a Fundraising Strategy with Tactics for the period leading up to and beyond the Unification of Bayside Martin Luther King, Jr. Academy (BMLK) and Willow Creek Academy (WCA).

The Work Group is engaged in efforts supporting the needs and opportunities for WCA and Bayside/MLK, particularly as they relate to the needs of the whole child. It is in the community's best interests to ensure that both schools are offering excellent learning environments for all of our children leading up to unification. Willow Creek Academy's fundraising strategy will continue to focus on immediate needs leading up to the Unification process.



While WCA's programming is preserved through current funding efforts and District support, this Work Group will simultaneously focus on joint fundraising opportunities and future strategies for the Unified school entity. Action items include identifying joint fundraising events for both WCA and BMLK up until the Unification.

The Work Group has identified the following focal areas for fundraising, based on previous efforts that could be applied to Unification:

1. Philanthropy through Direct Donations:

- ARTS+ Bayside MLK Jr. Foundation donations through Major Donors and Parental donations
- SMART Fund (Willow Creek Foundation) donations through Major Donors Parental donations
 - Suggestion is for Work Group members to assist in making calls for new donations.
- SMART Fund donations through the General Public - Social Media Campaigns
- Unification Video for community awareness and fundraising projected for early 2020 - NEW

2. Philanthropy through Grants/Foundations:

- Bayside MLK SMCS D income from foundations (MCF- Marin Community Foundation, fostering Multi-year early school success through "P3" – People, Prosperity, Planet))
- Bayside MLK Federal funding
- WCA income from foundations
 - Suggestion is for Work Group members to assist in writing, editing, and submitting applications for grants.

3. Philanthropy through Crowd-Sourcing

- Kick-Starter campaigns for specific school projects – Teacher's will launch their own campaigns, but the school can carve our specific campaigns.

- Suggestion is for Work Group to consider types of campaigns. Some of these may depend on what is recommended via other Work Groups, such as Facilities or Curriculum.

4. Fundraising through Events:

- ARTS+ Bayside MLK Jr. Art Fundraiser (Student Art Sale and Community Artists Auction)
- WCA Fun Run -students collect flat donations or pledges for each lap run.
- WCA Spring Benefit
 - Suggestion is for the Work Group to assist with securing donations for the auction for this event.
- WCA and BMLK Theater Events – school productions garner proceeds.
- Fundraising Concert – NEW; fundraise through advance ticket sales and at the door.
 - Suggestion is for the Work Group to head this idea, plan, and execute.
- Crawfish Boil - NEW; possibly create a separate music fundraiser as an additional fundraising opportunity for this existing event.
 - Suggestion is for the Work Group to head this idea, plan, and execute; work with existing Crawfish Boil organizers.
- Talent Shows – NEW; fundraise through entry cost at door.
 - Suggestion is for the Work Group to head this idea, plan, and execute.

5. Passive Donations through Shopping and Dining currently used by WCF (set-up processes can be shared to ARTS+ BMLK Jr. Foundation):

- WCA Bookfair - % proceeds go to WCA
- Smile.amazon.com
- Land's End
- Zazzle
- eScrip
- Book Passage

- Sports Basement
- BoonSupply.com
- Dining at local restaurants, where 20% of proceeds go to the school. (Already happening with Angelino's, Poggio, Bar Bocce; perhaps a monthly featured restaurant.)
 - Suggestion is for Work Group members to assist in securing restaurants to participate, develop relationship, and market for each event

While WCA bridges potential gaps in funding:

1. A multi-year proposal of \$500,000 supporting Bayside/MLK and WCA to fund the Conscious Kitchen through 2025 is now available to be presented for potential Corporate Foundations, Family Foundations and individual donors.
 - a. Pitching Williams-Sonoma week of Dec 16, 2019
2. New events, such as the Fundraising Concert and Talent Show will raise funds for the Unified school entity. In this case, both schools will be incorporated in the planning and activities.
3. The Work Group will need to determine and prioritize funding opportunities (e.g.-Music, Art, Spanish) for the interim period leading up to the Unification.
4. Creation of new video to showcase the Unified school entity will communicate a joint vision both for our community and outside the Marin City-Sausalito area. Additionally, it will support new social media campaigns for philanthropy through direct donations.

A new name for the Unified Foundation will be determined by the WCA Foundation Board and BMLK Jr. Foundation Board. In conjunction with the Working Group they will work together to design a multi-year roadmap and tasks to merge efforts leading up to Unification Day.

The working name idea from a November 2019 Unification meeting:

"UNO Foundation":

United Nosotros are ONE

(room for ideation of what acronym means)

This team is actively engaged through time, motivation and resources to assist with existing and launching new fundraising campaigns that support academic enrichment and the whole child. We are excited and hopeful that these recommendations are not only a draft strategy, but also a current effort to create the psychological safety vital for this Unification process.

We welcome additional team members for ideas and fundraising support. Should there be any questions whatsoever for this Fundraising Work Group, please feel free to contact Claudine Alameda at claudineklee@yahoo.com.

Process Work Group Report

Group Members

Felicia Chavez (Process Group facilitator), Jason Bright, Christine Durbin, Jeffrey Knowles, Marilyn Mackel

Meeting Dates

Sunday, November 10th, 11:00 AM virtual meeting (partial group). Tuesday, October 29th, 6:00 PM virtual meeting (partial group).

Major Findings

Our group had a challenging time with this process, from differences in schedules to deeply entrenched differences in opinions. It was also unclear on how to offer comprehensive reflections on the process in that we were not directly in touch with the other work groups informally, and we have not to date formally requested to fill this role.

Other Considerations

Please note that this is our second recommendation document; the first was submitted via email November 12th. We did not receive direct confirmation that this document was received, but we hope that it was considered, and were glad to see an increase in communication with the work groups, that the Courageous Conversations training became available, as was the collective Google Drive, both of which were suggested in our document.

Recommendations

1. A 'brief educational document' (4 or fewer pages with easy-to-read print and graphics) for students, families and the Marin community to understand at least the broad strokes of this process, how it does and does not relate to the Attorney General ruling, and what has taken place so far. This document would be a combination of facts cited (with reference) and direct quotes. The facts and included quotes should represent voices from all perspectives in this issue. Diverse stakeholders, including students and families from both

schools, should be invited to test-run the document and offer feedback. The final document may not be entirely satisfactory to either sides of the most contentious issue or issues.

Consider including a short reading/resources list for people to educate themselves about race and equity issues, like something about the 2017 Race Counts report, the book, *The Color of Law*, and cultural intelligence courses.

2. Youth inclusion. The inclusion of student voices at Town Halls and/or visible inclusion via other formats is a priority. We were glad to see two students from Tam High involved early on. As the Process Work Group, we have not involved students from Willow Creek or Bayside MLK in the process, and feel this is a hole in our own group.

3. Website improvements. The current district website--specifically for someone unfamiliar with the website, seeking only information about the Unification process--is challenging to navigate. Perhaps an effort could be made for a small group to look over the shoulder of someone somewhat less familiar with navigating websites as he or she attempts to find a given bit of information as an example. As this is the only outlet for community members who aren't on the email list (and those who are receiving update emails from the district also rely on it) it can only help the process if it is optimized.

4. Increased Communication. While our previous documented recommended at least bi-weekly updates, we are amending that point to ask for at least weekly updates, and with greater overall content to include and inform community members who are unable to attend regular meetings.

Differing Views

A. Some members of our work group believe the unification process is off track and on an unnecessarily rushed schedule. Key issues to be addressed to bring the process back on track would be to focus on how family flight can be avoided (especially financial support to avoid program cuts at Willow Creek), to lay out key options and grapple publicly with the optimal structure and governance, to provide more specific guidance to work groups, and to ensure that appropriate expertise (especially the knowledge of educational professionals) are brought to bear on unification issues. In particular, if the Willow Creek community does not feel that it is a full partner in this process, it cannot be successful. These members would recommend setting a schedule at least several months longer, and leverage the input from the WCA representatives on the Unification Task Force.

B. Superintendent indicated a tight schedule to allow inclusion of unification efforts in the AG 180 day report. This does not negate a subsequent deepening of our input

through appropriate expert involvement that considers Community Work Group efforts. Our work groups are for the purpose of facilitating Community input, not expert input. A unification plan, or consistent with the Court judgment, a Comprehensive Education Plan for the operation of BMLK must begin implementation by July 2020. Delays will only negate community input. WCA budget and enrollment, (family flight or otherwise), is the responsibility of the WCA board. Recalling that the Marin City BMLK Community lost programs, and more students than 30 dealing with identical issues, we are confident that the WCA leadership is capable of this fix without consuming the unification process.

Facilities Work Group

Transportation Work Group

Transportation vision statement:

We are committed to every K-8 student in Marin City and Sausalito getting to and from school in a way that is safe, reliable and environmentally conscious, so that families are confident in a great start to their day.

Considerations/Recommendations for presentation to SMCS Board:

- **Keep what is working well with regard to current transportation**
- **Prioritize “green” solutions, which include walking, biking, carpooling, efficient vehicle use**
- **Consider staggered start times for the schools**
- **Consider a survey with parents as a way of understanding barriers, once we have narrowed down to a smaller solution set**
- **Further recommendations dependent on outcome of Facilities Working Group**

Members: Diane Brockob, Jennifer Conway, Stephanie Robison, Kirstin Thomas, Shirley Thornton, Thomas Sturm, Tricia Wiig

Student Work Group

Report Outstanding

Fiscal Integrity Transparency & Accountability Work Group

Unification Task Force: Fiscal Integrity and Transparency Working Group (“FIT” or “we”)

Final Report

FIT Group Members: Richard Bohnet; Nuri Dagdeviren; Kate Gothreau; Scott Walker; Averel Wilson

Meeting Dates: 10/15, 10/16, 10/23, 10/29, 11/16, 11/20, 11/23, 11/29, 11/30, 12/2, 12/7, 12/13, 12/16, 12/17, 12/20, 1/4, 1/11, 1/19, 1/25, 2/2, 2/8, 2/23, 3/1.

Attached Supporting Materials:

- Financial Summary of Bayside MLK (“BMLK”) & Willow Creek Academy (“WCA”);
- Historic graph of expenses per student for BMLK & WCA;
- Student performance among various community cross-sections (for both Math and English Language Arts).

Considerations:

Upon initiation, this working group focused upon four goals:

- 1) Enable community dialogue on fiscal matters by distilling the financial position of the two publicly funded schools within 94965 in an accurate and understandable format (now and to be used in the future);
- 2) Provide financial information to understand the fiscal viability of publicly funded education in 94965.
- 3) Ensure interim funding for all students of BMLK & WCA.
- 4) Encourage transparency by both boards (i.e., SMCS and WCA) with respect to their positions on key aspects regarding unification.

Major Findings:

- 1) Funding for SMCSD is more generous than neighboring districts on a per-student basis. Therefore, funding should be sufficient for quality public education for all students in 94965.
- 2) Given generous district-wide funding, academic outcomes are below community expectations. This disparity between resources consumed and academic achievement demonstrates a need for improvement in governance.
- 3) Historically, WCA has consumed significantly less money (in aggregate and per student) than has BMLK. WCA has grown and maintained an average spend per student less than half the 94965-wide spend per student. BMLK spends nearly double the 94965-wide spend per student. (See attached chart.) The SMCSD Board needs to consider alternative governance structures with respect to financial oversight and decision-making of the unified school.
- 4) Financial information about the school district and its operations is currently difficult to access and understand. This lack of transparency has enabled the community to engage in conflicting narratives with respect to the allocation of funds.
- 5) Underfunding of programs at WCA puts at risk the goal of the Unification Task Force of creating one great unified school. Underfunding can result in the under-preparation of the community's students as we approach unification. Additionally, this increases the likelihood of student and teacher attrition, diminishing the eventual population and talent of a unified school. Careful, timely handling of the transition is paramount to achieving a successful outcome.

Recommendations (aimed at the shared goal of supporting all students during transition to one unified school):

- 1) That financial information for both school sites (BMLK & WCA) be made publicly available in an easily accessible and understandable format, updated monthly with the most current figures. We have created a template and format for your consideration populated with the current figures. (See Financial Summary attached.)
- 2) That the SMCSD Board (with FIT support) identify any available resources and make those funds available to WCA during the transition period.
- 3) That the District Superintendent and WCA Board Chairman immediately reach an agreement on the sharing of resources through the transition period; the SMCSD Board and WCA Board to consider and ratify this agreement.
- 4) That this agreement on sharing resources between the two Boards be formalized in a Memorandum of Understanding (MOU) immediately.

- 5) That the SMCSB Board create an Advisory Board (“Advisors”) of volunteers consisting of management and financial professionals that are residents of 94965 and possess expertise and experience in the areas of Facilities, Curriculum, Legal, Accounting or Finance, as needed. The Advisors will report to the SMCSB Board. The Advisors will have delegated authority to perform oversight and administrative decision-making over the ***unified school budget***.
- 6) That during the unification transition period, the District Superintendent attend WCA Board meetings and a WCA Board Representative attend SMCSB Board meetings; that the capacity of participation include a formal opportunity for questions & answers by the participating audience (i.e., each board and the members of the public in attendance).
- 7) That the District explores financing options to renovate facilities.
- 8) That the District builds a financial model (budget) for a unified school that incorporates cost efficiencies.
- 9) That the District minimizes the use of outside consultants.
- 10) That the District take advantage of all best practices currently in place at both school sites to ensure optimal outcomes at a unified school.
- 11) That the District funds the following WCA programs during transition to unification: Food Service; After School; Music; Art; Spanish; Library and

Required Elements & Synthesis

AG Required Elements of the Comprehensive Plan with Related Recommendations and Evidence

Comprehensive Plan Requirement	Work Group Recommendations	Related Survey Data
<p>1. Program and curriculum designed to attract students from throughout the District of all backgrounds</p>	<p>Top-tier academics, project-based education, arts integration, Subjects include, but are not limited to: English, Dual Language Immersion, Math, Science, World Geography, World History, Arts, Foreign Language, Critical Media Studies. Required: Reading and Discussion; 6 pillars: indigenous wisdom/climate justice, global connectedness, the arts, technology/technical arts, social justice & healing, cultural studies (Curriculum WG)</p> <p>It is essential that teachers and staff at all levels be diverse to reflect the great diversity in our district. We support efforts to reach out to universities and colleges to recruit more teachers of color and affirm the value of all types of diversity throughout our district. (Staffing WG & Culture & Climate WG)</p> <p>Excellent instructional specialist support for those with learning differences is also essential to support our children and teachers. (Staffing WG)</p> <p>Develop a Site Equity Action Team at both campuses to evaluate curriculum, teacher training, etc through the lens of equity. (Culture & Climate WG)</p> <p>The omnipresence of the arts is essential to the climate or the feel of the campus. (Culture & Climate WG)</p>	<p>Survey of 4th-8th graders (majority of respondents were 5th & 6th graders) were asked about their favorite subjects and what they wish they could learn. The list is long and can be found in the full student survey report.</p> <p>In teacher/staff and community survey results, curriculum was an important element of a high quality school. Sample responses: 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. (See full survey report for more detail.)</p> <p>In teacher/staff and community survey results high expectations were an important element of a high-quality K-8 school. Sample responses: for students, parents, teachers and administrators, high academic standards, high behavioral standards (See full survey report for more detail.)</p> <p>In the Back to School Night survey, 98% of respondents,</p>

		<p>said student achievement is quite or extremely important for the District to be successful over the next 3 years. 89% said achievement of English-language learners is quite or extremely important and 100% said African American student achievement is quite or extremely important to the District's success.</p> <p>In teacher/staff and community survey results, diversity was an important element of a high quality K-8 school. Sample responses: multi-dimensional diversity, diverse staff and students, respect for people's different backgrounds, curriculum (See full survey report for more detail.)</p> <p>In the Back to School Night survey, 98% of respondents, said diversity and inclusion are quite or extremely important for the District to be successful over the next 3 years.</p> <p>In survey, teachers/staff were asked about the strengths of their school, strengths of the other school, what their school could do better and what the other school could do better. (See full survey report for detail.)</p> <p>In the teacher/staff survey, working toward a common goal, as one diverse community with educational equity is what some find exciting about unifying the schools. So is creating a school culture (social justice) that benefits the whole community.</p>
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<p>2. Program designed to incorporate the District's community resources</p>	<p>The community school services begun at Bayside/MLK should be maintained and expanded to support the children and their families. By diminishing stresses in the children's lives, we increase their ability to learn and thus support our staff. (Staffing WG)</p> <p>Philanthropy through direct donations, events & shopping & dining. Rename schools' foundations to signify a joint foundation. Work group members will continue to support existing and launch new fundraising campaigns that support academic enrichment and the whole child. (Philanthropy WG)</p>	<p>In teacher/staff and community survey results, community support was an important element of a high quality school. Sample responses: community involvement in schools, community-based school, community aware of quality of its schools, schools/classes participate in community events (See full survey report for more detail.)</p> <p>In the Back to School Night survey, 72% of respondents, said community partnerships are quite or extremely important for the District to be successful over the next 3 years.</p>
<p>3. Single subject Math, Science, and English teachers for 7th & 8th Grade Students</p>		
<p>4. Mission or vision statement</p>	<p>Top-tier academics (Curriculum WG)</p> <p>Creation of new video to showcase the unified school entity will communicate a joint vision both for our community and outside the Marin City-Sausalito area. Additionally, it will support new social media campaigns for philanthropy through direct donations.(Philanthropy WG)</p>	<p>In teacher/staff and community survey results, teachers, curriculum, parent involvement, school environment, diversity, community support, high expectations and leadership are important elements of a high-quality K-8 school. In those surveys, elements that make up a culture of high academic expectations includes parents, teachers, school climate and learning environment, expectations, accountability, empowerment, peers and leadership. (See full survey report for more detail.)</p>

<p>5. Long-term funding</p>	<p>Scarcity thinking will limit our potential for true unification. We should think and act in terms of a spirit of abundance. Work our group started to do, work our larger community needs to embrace. (Culture & Climate WG)</p> <p>Create a community vision for, document and deliver a fundraising strategy with tactics for the period leading up to and beyond the unification of BMLK and WCA. (Philanthropy WG)</p> <p>Determine and prioritize funding opportunities (e.g.- Music, Art, Spanish) for the interim period leading up to the unification (Philanthropy WG)</p> <p>Simultaneously focus on joint fundraising opportunities and future strategies for the Unified school entity. (Philanthropy WG)</p> <p>Philanthropy through direct donations, foundations, crowd sourcing, events, shopping & dining (Philanthropy WG)</p> <p>Creation of new video to showcase the unified school entity will support new social media campaigns for philanthropy through direct donations.(Philanthropy WG)</p>	<p>In the teacher/staff survey, pooling resources to strengthen programs, both schools have fiscal stability is an outcome some find exciting about unifying schools.</p> <p>In the teacher/staff and community surveys, there is concern about families leaving the area due to uncertainty about the unification process and the funding, quality and location of the unified school.</p>
<p>6. Long-term teacher retention and recruitment</p>	<p>The district should explore opportunities for low-cost housing for teachers to encourage recruitment and retention. (Staffing WG)</p>	<p>In the Back to School Night survey, 98% of respondents, said hiring, retaining & developing the best staff is quite or extremely important.</p> <p>In survey, teachers/staff were asked what would make their job better. (See full survey report for detail.)</p>

<p>7. Long-term program leadership</p>		<p>In teacher/staff and community survey results, leadership was an important element of a high-quality school. Sample responses: 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) (See full survey report for more detail.)</p> <p>In teacher/staff and community survey results, accountability is important to a culture of high academic expectations. Sample responses: effective, relevant assessment, appropriate rewards for achievement, hold students accountable, no blame game (See full survey report for more detail.)</p> <p>In the teacher/staff and community surveys, there is concern about families leaving the area due to uncertainty about the unification process and the funding, quality and location of the unified school.</p> <p>In the general community survey, concerns were expressed about decision-making history and trust in the SMCSB Board.</p> <p>Also, in the community survey, concerns were expressed about race/ethnicity. Sample responses include: WCA hasn’t acknowledged privilege and redlining history that’s damaged POC in Marin, concerns about WCA labeling as racist, concern the schools have become a political and</p>
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		<p>racial issue, focus seems to be only on students of color instead of all students, feeling that African Americans in Marin City don’t want to work with or go to school with whites</p> <p>In the Back to School Night survey, 96% of respondents said school leadership is quite or extremely important for the District to be successful over the next 3 years.</p>
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<p>8. Positive intergroup interactions among students</p>	<p>We must create a culture of students who are empowered to advocate for themselves. (Culture & Climate WG)</p>	<p>Survey of 4th-8th graders (majority of respondents were 5th & 6th graders) were asked how well they and other students get along at their school. 56% said “very well”, 40% said “we get along ok most of the time” and 4 students said “not very well.” Students from BMLK & WCA are most likely to participate together in Bridge the Gap, sports, art, dance, drama & play dates</p> <p>In teacher/staff and community survey results, diversity was an important element of a high quality K-8 school. Sample responses: multi-dimensional diversity, diverse staff and students, respect for people’s different backgrounds, curriculum (See full survey report for more detail.)</p> <p>In teacher/staff and community survey results, school environment was an important element in a high-quality K-8 school. Many aspects of the school environment were mentioned. Sample responses: 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. (See full survey report for more detail.)</p> <p>In teacher/staff and community survey results, peers are an important element in creating a culture of high academic expectations. Sample responses: working together and supporting each other, lift each other up, curious and driven to excel (See full survey report for more detail.)</p> <p>In the Back to School Night survey, 96% of respondents said school climate & culture are quite or extremely important for the District to be successful over the next 3 years.</p>
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<p>9. Discipline policies that encourage community building and communication</p>	<p>Discipline should be repurposed to include restorative justice, and students should not be shamed but should be recognized for their gifts and resilience as a path to healing. (Culture & Climate WG)</p> <p>We must create a culture of students who are empowered to advocate for themselves. (Culture & Climate WG)</p> <p>“Safety” of students does not involve law enforcement. Safety is mental, physical, emotional and spiritual well-being, where a child’s needs are met. (Culture & Climate WG)</p>	<p>In teacher/staff and community survey results, high expectations were an important element of a high-quality K-8 school, including high behavioral standards. (See full survey report for more detail.)</p> <p>In the Back to School Night survey, 96% of respondents said school climate & culture are quite or extremely important for the District to be successful over the next 3 years.</p>
<p>10. Discipline policies that are equitable, unambiguous, and limit exclusionary discipline</p>	<p>Discipline should be repurposed to include restorative justice, and students should not be shamed but should be recognized for their gifts and resilience as a path to healing. (Culture & Climate WG)</p>	<p>In teacher/staff and community survey results, high expectations were an important element of a high-quality K-8 school, including high behavioral standards. (See full survey report for more detail.)</p> <p>In teacher/staff and community survey results, accountability is important to a culture of high academic expectations. Sample responses: effective, relevant assessment, appropriate rewards for achievement, hold students accountable, no blame game (See full survey report for more detail.)</p>

<p>11. Community and family engagement</p>	<p>We ask that the administration, teachers, and staff keep the students, parents, and community in mind and informed as our recommendations turn into action plans leading toward positive outcomes. (Curriculum WG)</p> <p>Philanthropy through direct donations, events & shopping & dining. (Philanthropy WG)</p>	<p>In teacher/staff and community survey results, parent involvement was an important element of a <u>high quality</u> school. Sample responses: it’s key, recognize some parents’ work and other requirements limit their involvement with the school, need parent-school community (See full survey report for more detail.)</p> <p>In the teacher/staff and community surveys, there is concern about families leaving the area due to uncertainty about the unification process and the funding, quality and location of the unified school.</p>
<p>12. Program marketing</p>	<p>Creation of new video to showcase the unified school entity will communicate a joint vision both for our community and outside the Marin City-Sausalito area. Additionally, it will support new social media campaigns for philanthropy through direct <u>donations</u>.(Philanthropy WG)</p>	
<p>13. Considering associated costs and feasibility, transportation that adequately serves all students from throughout the District who attend District-operated schools</p>		<p>Survey of 4th-8th graders (majority of respondents were 5th & 6th graders), 78% never ride the bus by themselves, about 50% get to and from school by car, 26%-30% walk to school, some use combination of car, walk, bike & bus</p>

<p>14. Out-of-district enrollment and interdistrict attendance agreements</p>		
<p>15. Professional development of teachers for the selected school curriculum</p>	<p>Professional development is essential for all of our staff. Continuing education in teaching methods, developments in one's professional field and other education is also crucial to ensure a high-performing school. (Staffing WG)</p> <p>Opportunities for teachers to share with others teaching the same grade or subject matter is essential for providing a common experience for students.</p> <p>Teachers should have sufficient time for development, collaboration and opportunities to prepare classes that are innovative and meet the needs of our students. (Staffing WG)</p>	<p>In teacher/staff and community survey results, teachers were an important element of a high quality school. Sample responses: high quality and caring and flexible/adaptive teaching methods, support with professional development (See full survey report for more detail.)</p> <p>In survey, teachers/staff were asked what professional development has been most helpful and what would be most useful now and in the near future. (See full survey report for detail.)</p> <p>In survey, teachers/staff were asked what ideas they have for how BMLK and WCA teachers/staff can work together and get to know each other better. (See survey report for details.) Doing so is one of the reasons some are excited about unifying the schools. Joint events, addressing fears and building trust, meaningfully involving them in the unification process and transparency were their suggestions for successfully unifying the schools and communities.</p> <p>In the Back to School Night survey, 99% of respondents said classroom instruction is quite or extremely important.</p>

<p>16. Professional development of teachers, staff and administrators working with diverse classrooms and encouraging positive intergroup interactions</p>	<p>Education around equity and inclusion should be mandatory for all staff. (Staffing WG)</p> <p>Teachers need the support, training, and infrastructure to recognize and react appropriately to trauma. (Culture & Climate WG)</p>	<p>In survey, teachers/staff were asked what professional development has been most helpful and what would be most useful now and in the near future. (See full survey report for detail.)</p>
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<p>17. Physical facilities use, including a description of options for enrollment capacity</p>		<p>Teachers/staff, parents & community were asked their preference about location & configuration of unified school.</p> <p>Teachers/Staff: 15% 1 campus 59% 2 campuses 27% No preference</p> <p>Community: 38% 1 campus 37% 2 campuses 25% No preference</p> <p>Large majority of teachers/staff & community preferring 2 campuses choose</p> <ul style="list-style-type: none"> • Elementary at WCA • Middle at BMLK <p>Survey: 29% of middle school students said it's "extremely important" that they have a locker, 38% said it's "somewhat important" & 33% said it's "not important at all."</p> <p>The majority said it's not important to be able to use a bus stop near school after school.</p> <p>They were about equally divided on the importance/not importance of being able to go to stores/restaurants near school on their own.</p> <p>Asked how important it is to be able to participate in after school programs at or near school on their own, 25 students said "not important at all," 20 said "somewhat important" and 15 said "extremely important."</p> <p>Survey results: Where the campus or campuses will be located and which grades attend which campus is an issue that concerns teachers/staff and many community members.</p> <p>In the Back to School Night survey, 75% of respondents said physical facilities are quite or extremely important for the District to be successful over the next 3 years.</p>
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<p>18. Eligibility of the program for special funding including grants</p>	<p>Philanthropy through grants and foundations (Philanthropy WG)</p>	
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Section 6 - Integration Generation Plan

Elements

- A mission and vision statement
- Program and Curriculum designed to attract students from throughout the district of all backgrounds
- Incorporate community resources
- Provides 7th & 8th grade students instruction from single subject credentialed teachers in English, Math & Science
- Long term funding
- Long term teacher retention and recruitment
- Long term program leadership
- Positive interaction amongst student groups
- Discipline policies that encourage community building and communication
- Discipline policies that are equitable unambiguous and limit exclusionary discipline
- Community and Family Engagement
- Program Marketing
- Consider feasibility costs and transportation that adequately serves all students from throughout the district who attend district operated schools
- Out of district enrollment and interdistrict attendance agreements
- Professional learning for teachers, staff, and administrators on working with diverse classrooms and encouraging positive intergroup interactions
- Physical facilities use including a description of options for enrollment capacity
- Eligibility of the program for special funding including grants

Vision

- **“Un” Traditional PK-8 public school, this school will not operate as a charter school, but it will be untraditional in the sense that it will be a unique public school that functions differently and is based on a different ideological system than any other public school.**
- **The district is combining the best of both existing schools to create a system that is better than the sum of its parts**
- **The district in partnership with the community is creating a world class school that is the top choice of families in the 94965 and that is ready to open August 23, 2021**
- **Our District will offer** World-class facilities and educational programs that serve as a model of educational equity, excellence, and integration.
- **Our system will be focused on** social and climate justice; In order to achieve improved outcomes for all students, and especially for Black, Latinx, English

Language Learners, and students with any learning differences,

- Our system retains highly qualified staff who reflect the diverse and identity of our community and ensures a safe and inclusive climate for all.

Mission

We exist to:

Instill a love of learning in our children and support them to be curious and flexible thinkers, confident in their individuality, their community, and their ability to create a safer and more just world.

The core values outlined grounding this mission include:

- **Inclusive:** We are curious, open minded, generous, humble and empathetic.
- **Optimistic:** We are hopeful, proactive, resilient and creative.
- **Collaborative :** We are flexible and committed to teamwork.
- **Making a Difference:** We are dedicated to achieving transformative outcomes.
- **Accountable:** We are ethical, dependable and trustworthy.

Educational Program

The educational program designed to achieve our mission and vision rests on three key foundations:

- PreK program for children aged 2-5
- A TK-8 World Language Spanish, Science, Technology Engineering, Arts, Mathematics Community School Program on two campuses.
 - PreK, TK & 6-8th grade will be on our Marin City Campus
 - K-5 will be on our Sausalito campus
- The People's Empowerment Arts & Community Engagement (PEACE) After School Program

Preschool

In collaboration with an array of community partners that currently deliver Preschool programming in our community, we will develop a district administered Preschool program that has at least one classroom. There are currently three main Preschool programs that serve the majority of Preschool students eligible for state and federal funding: The Learning Center & Headstart, both programs administered by Community Action Marin, and another program administered by Marin Horizon Community School. These three programs currently serve different members of our school community. There are at least 150 families living within our enrollment boundaries with children between the age of 0-3 who are not eligible to receive subsidized child development services from the providers listed above, and who either for financial reasons or due to limited space in private child care are experiencing challenges in finding care for their children. Partnering with these programs will allow for the expansion of available child care and increased eligibility for families who don't currently qualify, and for several outcomes that will support the realization of our Mission & Vision:

- Attract families from all geographic regions in our community into district programs
- Stabilize and increase enrollment in the K-8 and PEACE After School Program
- Development and alignment of PreK- 3rd grade data systems and longitudinal tracking of student achievement
- Alignment of schedules and calendars between program partners
- Increased continuity and access to year around programming for the community
- Increased Enrichment and Food Service quality for PreK students
- Teacher collaboration, curriculum development and vertical alignment PreK-3rd Grade
- Continuity of special education services for our most vulnerable students
- Increased community engagement
- Increased parent leadership capacity development
- Development of Program Quality Indicators
- Increased school readiness in our most vulnerable students

Research finds that preK programs tend to be even more racially segregated than K-12 schools.² Thus, our plan for ensuring the preK program is not segregated is based on partnering with existing programs and braiding funding to offer a high quality lower cost option, on a sliding scale for families that do not qualify for subsidized childcare. In partnership with Horizon Community Schools existing model and in collaboration with their staff our preK will follow a world language approach, with elements of Montessori and culturally and linguistically responsive pedagogies. Examples of successfully diverse preschools include Sprout in Richmond, Virginia³ and the Jordan Center⁴ and the Curtis Center⁵ in Raleigh, North Carolina.

As the preK educational experience is distinct from K-8, it would be important to have a leader for the preK program who has previous training in, knowledge of, and experience with early childhood education. Efforts should be made to retain

this leader in order to develop strong and lasting relationships with parents and preK teachers, provide stability for partnerships with Community Action Marin and Marin Horizon Community, and provide consistency with programming. Our teachers have a year of collaboration and alignment and will continue for the next 3 years with the support of CalEd partners and Partners in School Innovation to support this alignment in Math and ELA respectively.

Attract New Families & Stabilize Enrollment

On January 1, 2020, SB 75 made families eligible for full-day California state preschool programs without meeting the requirements relating to the need for childcare services if all families meeting those requirements have been enrolled. This bill authorizes providers operating a state preschool program within the attendance boundary of a public school, where at least 80% of enrolled pupils are eligible for free or reduced-price meals, to enroll 4-year-old children meeting specified priorities. The bill authorizes any remaining slots to be open for enrollment to any other families not otherwise eligible, as provided.

This means for our district in particular that many families living in Sausalito and Marin City that are currently ineligible for the existing programs in our district due to household incomes above allowable limits could access child care. Ensuring that these families have access to high quality PreK programming that is currently unavailable to them provides the opportunity to build relationships with families that traditionally have no relationship with the district, will allow for them to build a positive association with our district, get to know our staff, and provide an opportunity for diverse students and families to build relationships with each other earlier in their educational journey. Earlier and longer term exposure to district personnel, programs, curriculum and in particular to the resources and events provided by our community school increases the likelihood that families will elect to remain in our K-8 program when the time arrives for them to make that decision. Over time a longer term positive association with district personnel, programs, and curriculum will lead to increased enrollment in our K-8 program and in turn in the PEACE Afterschool program from all geographic regions, income levels, and racial backgrounds in our community.

Data Systems & Longitudinal Tracking

The District playing a coordination role for all three PreK programs and implementing at least one district administered PreK classroom will allow us to develop a data dashboard that provides for the alignment of the assessments used by our PreK partners (currently two different assessment measures) with our current formative assessment used in Kindergarten and with NWEA Measure of Academic Progress (MAP) assessment that the District uses as an additional benchmark of academic progress K-8. The MAP assessment is our main assessment for K-2 since the California Assessment of Student Performance & Progress (CASPP) is only administered in 3-8th grade. We will partner with [CalEd Partners](#) to support coordination of the data systems and the development of the data dashboard. This type of longitudinal tracking will allow us to identify students who are making the academic progress necessary for them to meet or exceed grade level expectations, as well as exactly the types of targeted interventions and skills development that each student may need to catch up to that level, as well as to measure the efficacy of different interventions and programs overtime. This type of data will be critical not only for designing early intervention but also for the development and adjustment of core curriculum over time.

Calendar and Programmatic Alignment

There is currently little alignment between the daily schedules or year long calendars of HeadStart, the Learning Center, Marin Horizon Community School and between our Kindergarten program. The District partnering with these three programs and providing a coordination role will allow for the immediate alignment of daily schedules and year long calendars. The alignment of daily schedules is critical ensuring that there are days and times protected for the teachers and aides in each program to collaborate and participate in the process of curriculum and assessment development and continuous improvement. The alignment of calendars will ensure that families are provided with unbroken year around care as our community partners have the capacity to run programs even when school is out of session for summer, Thanksgiving, Winter, MidWinter, and Spring Break. The current reality means our families often have to choose between programs to ensure continuity of childcare, which is currently impacting enrollment in district TK and K programs. Entering into this partnership will allow for a coordinated community wide plan that is supportive of co-enrollment and ensures our families are not having to make difficult choices about program allegiance simply to ensure the care they need for their children.

Enrichment & Foodservice

The District is currently providing foodservice to Horizon Community School and providing Art, Music and PE to Head Start. The development of this partnership and District coordination would allow for the expansion of these enrichment programs to all of our PreK partners and allow for the potential for the expansion of our farm to table, organic food

service program Conscious Kitchen to all of our PreK partners. This type of enrichment and high quality nutrition has been demonstrated to have a positive effect on early childhood development and school readiness. Ensuring that all the PreK students in our district have the greatest opportunity to be ready for Kindergarten we will be creating a critical foundation for the future academic, social, and emotional outcomes of our students and for eliminating the opportunity gap for our most vulnerable students.

Collaboration Curriculum & Vertical Alignment

Collaboration between PreK and K staff is perhaps the most critical aspect of this plan. The creation of a Professional Learning Community (PLC) that engages in Cycles of Inquiry (COI) and Lesson Study as a process to develop vertically aligned formative and summative assessments, social, emotional, and academic units of study and lessons that feature topics that provide students the background knowledge, and project based learning necessary for them to be successful with the K-8 curriculum will transform outcomes for students, families, and staff. The PreK-K PLC will be expected to meet at least once a week with support from an instructional to engage in the cycle of inquiry process. They will from the data, create a theory of action regarding how to improve student outcomes in either social, emotional, or academic standards, and then develop aligned formative and summative assessments related to that standard. Once the standards and assessments are identified and agreed upon they will collaboratively develop age appropriate units of study that include project based learning and vocabulary development so that students receive the background knowledge they need to be successful in Kindergarten and beyond. They will be asked to undergo this process at least three times each year and to develop annual scope and sequence curriculum maps for each subject as part of the process. They will engage in a process of peer observation following the instructional rounds model where they can watch each other teach the lessons and units they developed as well as learn from each other how to effectively implement instructional strategies and engage students in learning. With support from the instructional coach and data coach the PreK-K PLC will also collaborate with the 1st-3rd grade PLC in order to ensure alignment of basic skills development, background, knowledge, vocabulary, and units of study and lessons to ensure that there is vertical alignment of the social, emotional, and academic curriculum K-3.

Special Education

Similar to the difficult choice some families must make between existing programs to ensure continuity of child care year around, a smaller number of families are required to make this kind of choice around special education. The District is required to provide special education services to any PreK students with an Individualized Education Plan (IEP). Students who are eligible for Transitional Kindergarten but who elect to stay in a PreK program are no longer eligible to receive special education services from the district. For many motivations,

childcare among them, some families are forced to choose to forego much needed special education services. This outcome, while legal, is not optimal for students with IEP's. Consistent early intervention for these students has been demonstrated to greatly improve their overall outcomes. By entering into a partnership with our local PreK providers and having at least one district administered PreK class we could ensure continuity of service and build the kinds of relationships that would allow families to have greater trust in District programs and personnel, and could potentially eliminate the current outcomes for families that are faced with this difficult choice.

Community Engagement & Parent Leadership

A relationship that begins as early as 2 years of age with our Community School Program, Community School Manager, and Parent Engagement Team will increase the pool of parents that are potential participants in parent education classes, community engagement events, as well as familiarizing parents with leadership opportunities like the Local Control Accountability Plan (LCAP) Committee, the Parent School Alliance (PSA) or the District English Language Advisory Committee (DELAC). Ensuring that there is a pipeline of parents who understand the requirements and opportunities that each of these leadership groups offer, and that they have relationships with school staff that are between 2-3 years in duration by the time their children are in Kindergarten is a proven strategy for community engagement, the development of leadership capacity and participation in parents.

Community Healing and Restoration: In order to build bridges between the SMCS D community and repair the harm caused by segregation, we will identify external facilitators to support restorative community workshops and conversations that will center healing and restoration.

Program Quality and School Readiness

The type of partnership, coordination, and alignment outlined in this plan will allow for all of the partners to build consensus around indicators of program quality that can be used as an accountability and progress measure for all members in the partnership. There is currently no consensus between partners around program quality indicators. These indicators will allow us to reflect on the work we are doing as well as to engage in cycles of continuous improvement.

This partnership and the development of these indicators, along with alignment of assessment data and a data dashboard that educators can use to continuously improve program, assessments, units and lessons, along with increased access to enrichment and high quality food is very likely to improve the overall school readiness of all PreK students in the District and the alignment between PreK-3rd

grade on social, emotional, and academic foci will allow us to measure progress and impact and set up our students for future success on CAASPP, in high school, in college and in their careers.

Program Development

Due to the pandemic SB75 program applications were placed on hold. **Governor Newsome's new proposal to expand TK to 4 years olds along with our recently approved State Child Care License for School Age students demonstrate both progress and potential in this area. We are partnering with Horizon Community School to apply for a 2-4 year old license for fall of 2021.** It is critical for us to be ready to set up a **4 year old TK program, and to continue to support the development of PreK programs on our school campus.** We will do the work of aligning schedules and calendars for the 21-21 school year and create a PLC & COI calendar, develop timelines for the development of a data dashboard, develop a plan for staffing and space for at least one district administered PreK classroom to launch in the 21-22 school year. Additionally we will explore PreK facilities development through the District's facilities master planning process. It is critical that we have all of these details as components of this plan no later than July 1st, 2020 so that we are eligible for the significant amount of grants that will become available from the State Department of Education on that date. We will seek initial funding by including this program in the P3 Grant process with the Marin Community Foundation. We are a current grantee that has demonstrated significant impact from our prior grant. We will include in the grant funding for coordination, funding for the instructional coaching position that the grant currently funds, funding for one **ELA/Inervention/Data coach one Math/Intervention/Data Coach, an one PreK-3 alignment coach**, the development of the data dashboard, as well as funding for a PreK teacher and two PreK Student Success Coach to staff our PreK classroom in the 21-22 school year.

This start up grant will create the space we need to raise additional philanthropy with Marin Horizon Community School as well as to access the state grants listed below:

- Governor's proposed budget Preschool Program and Facilities – \$75 million – Provide funding to construct/modify preschool facilities to serve students with exceptional needs.
- Teacher education/development and retention – \$900 million – Teacher training and professional development
- Opportunity Grants – \$300 million – Grants for the state's lowest-performing schools and districts
- **The district completed a Facilities Master Plan in August of 2020.**
- **SMCSD successfully passed Measure P in November 2020 a \$41 Million General Obligation Bond for School Facilities Construction.**
- **Prek Facilities are outlined in the Facilities Master Plan**
- **The district has retained bond counsel, facilities counsel, and a project management/construction management firm, state funding eligibility consultant, and approved an architectural pool.**
- **The district has completed guiding principles to select a project list for Measure P.**

TK-8 World Language STEAM Community School

- World Language Spanish Program Development
- STAR Program
- Community School
- Career & College Counseling Program & Teacher of Color Pipeline
- Single Subject Credentialed Teachers

World Language

The development of a world language program will also help us realize our mission and vision. Our students currently don't have the same access to world language programs as other students in the county. This is often a significant barrier for our students once they reach high school as they often are unable to pass the world language requirement which creates a significant barrier to college readiness. We will develop a World Language Spanish program that will begin in PreK and 6-8th grade in the 21-22 school year. We will add the World Language program to one grade level per year until we have a World Language program PreK-8th grade. We have sufficient native Spanish speakers to provide as language models for English speaking students and the careful development of a cohort per year will ensure that a cohort of students prepared for the program will advance each year after launch. We will focus on developing a World Language Program where students develop listening, speaking, reading, and writing skills in Spanish Language Arts and Social Studies. It will take a total of 10 years to develop the program from PreK-8th grade. Due to our small class size we will need to hire one BCLAD or single subject Spanish credential teacher for the 22-23 school year who will provide two hours of instruction per day in Spanish in PreK-TK and be available to provide a Spanish elective for 6-8th grade students. This teacher would add 1st grade in the 23-24 school year. We would need to hire a second BCLAD teacher in the 24-25 school year to provide instruction in 2nd grade and continue to offer Spanish as an elective. In 25-26 this teacher would add 3rd grade. In the 26-27 school year this plan requires the addition of a third BCLAD or Single Subject credentialed Spanish teacher who would extend the program to 4th and 5th grade in subsequent years.

STEAM

Science, Technology, Engineering, Arts and Math is founded on the principles of project based learning and arts integration across the subjects. The Science/Technology/Engineering focus will include several pillars outlined in the curriculum work group recommendations. A school-wide science/technology/engineering focus will be grounded in a hands on, project based, research focused approach to education. Climate justice and climate science focused on local issues critical to our community like sea level rise, **wildfires**, watershed protection as well as environmental education, restorative earth sciences, wildlife and land conservation will be a focus of our program. We will leverage access to our physical proximity to the Marin City pond, and the

waterfront as well as our proximity to the Golden Gate National Recreation Area, Naturebridge, and programs like Call of the Sea, an educational tall ship where students can sail on the Bay to conduct science experiments that is located here in Sausalito.

The Technology focus will include computer science, virtual reality, coding, robotics, animation and other STEAM focused subjects that will begin to prepare students for careers in tech and other in demand careers, like: Age/Stage appropriate software humanities-centric approach to understanding or creating new technologies. The Tech focus will also include *Technical Arts* like: Building Trades and Construction; Education, Child Development, and Family Services; Engineering and Design; Manufacturing and Product Development. This focus will support all of our students to enter and engage with the pathways accessible to our students through our career and college counseling program and our Teacher of Color Pipeline program.

The Arts focus is based on the teaching of a dynamic, culturally relevant arts program including an Arts in Education Integration Program that brings curriculum to life. Content areas will include the five arts disciplines included in the state adopted Visual and Performing Arts Framework, K-12:

Dance, Media Arts, Music, Theatre, and Visual Art. Arts Integration also known as Teaching Through the Arts will be applied across the curriculum at all grade levels. Through our partnership with the Arts Integrated Principal Leadership Network all teachers in our district have access to free professional learning opportunities in the Integrated Learning Specialist Program (ILSP) and can receive three levels of certification about how to integrate arts across the curriculum.

The **Engineering and Math** focus is based on using project based learning and thematic units that require research, inquiry, and application into a complex topics and the development of foundational Math and Engineering skills

The focus on **Social Justice and Climate Justice will also be infused with project based learning and arts integration** and will be focused on the following topics: Indigenous wisdom, Pre-Colonial Codes of Conduct, Earth Centered Spirituality, Native American Treaty Studies. Global Connectedness, **social and economic** systems, Geography, World History, World Literature. Macroeconomics, Pre-Colonial Systems of Governance, and Social Structures. Perspectives that reflect our student population. Social Justice and Healing, School Culture and Climate systems that wisely and compassionately address social injustices of the past and present to co-create a future where those injustices are no longer repeated. diversity as a beginning to address equity and inclusion. Critical Race Theory, Socio-Emotional Learning, Community Esteem, Whole Person, Restorative Justice, Healing Circles, Spirituality, Mindfulness. Cultural Studies **teaching our students what it means to be human and how we are interconnected with other humans** by our actions and choices across families, communities, societies and our shared planet. Critical Thinking, Philosophies, Literature, Fine Arts, Culinary Skills, Film, Theater, Fashion, Oral Traditions,

Community School & Family Engagement

We will continue the development of our Community School model. Community schools are uniquely designed to serve their communities. Community Schools are both a framework and a philosophy for interacting with the world. A Community School is both a **place** and a set of **integrated partnerships** between the school and other community resources. It's integrated focus on academics, services, support, and opportunities leads to **improved student learning, stronger families, and healthier communities.** The Community School development process will provide greater alignment between our community partners and our individual learning plans for students. These learning plans will be designed to encompass everything from academics and cultural relevance to social and emotional support for students and families. We are excited by the work of our Community Schools Manager, who has been instrumental in the further development of our Community School Model. We have launched the Parent School Alliance (PSA), convened our 12 member District English Language Advisory Committee (DELAC), created a series of parent education workshops from parenting classes, to Resilience to Trauma, and established a Community Based Organization Evaluation Guide for services providers at Bayside Martin Luther King Jr Academy. **As a response to the global pandemic we launched the Marin City Cooperations Team (MCCT) that created an online portal and mobile app so families could connect to community school resources. It is a first of its kind attempt to ensure digital access that brings together 56 different government agencies and programs with non governmental organizations in our community. It has significantly dropped response times and increased services to families. A further partnership with Community Action Marin co locating staff and an office on our campus to connect families with resources is also an expansion. The district's plan to continue developing the community school model is likely to enhance the educational opportunities and experiences of students and families. A review of 143 research studies on community schools finds that community schools improve student outcomes and often include four pillars: (1) integrated student supports, (2) expanded and enriched learning time and opportunities, (3) family and community engagement, and (4) collaborative leadership practices.⁷ Community schools are effective when they use these four pillars to form a comprehensive strategy, are research based, are designed to respond to the local needs and assets, and are locally developed and owned.¹³ Four elements that are necessary for successfully implementing a community school are: (1) a community school director, (2) a comprehensive assessment of needs and assets, (3) site-based problem-solving teams, and (4) stakeholder teams that include educators, partners, families, and community members.⁸**

We recently made our Community School Manager position a Director level district position, have greatly expanded integrated student supports with both the Marin City Health and Wellness Clinic (Dental Health, Mental Health, General Health full services) and Community Action Marin (Housing, Food, Clothing aid). These integrated student supports are available on campus and directly across the street at the clinic. The partnership with the clinic was key to our ability to operate in person school for 176 days in the 20-21 school year providing Covid testing and vaccinations to staff and families. Our PEACE program and expanded summer

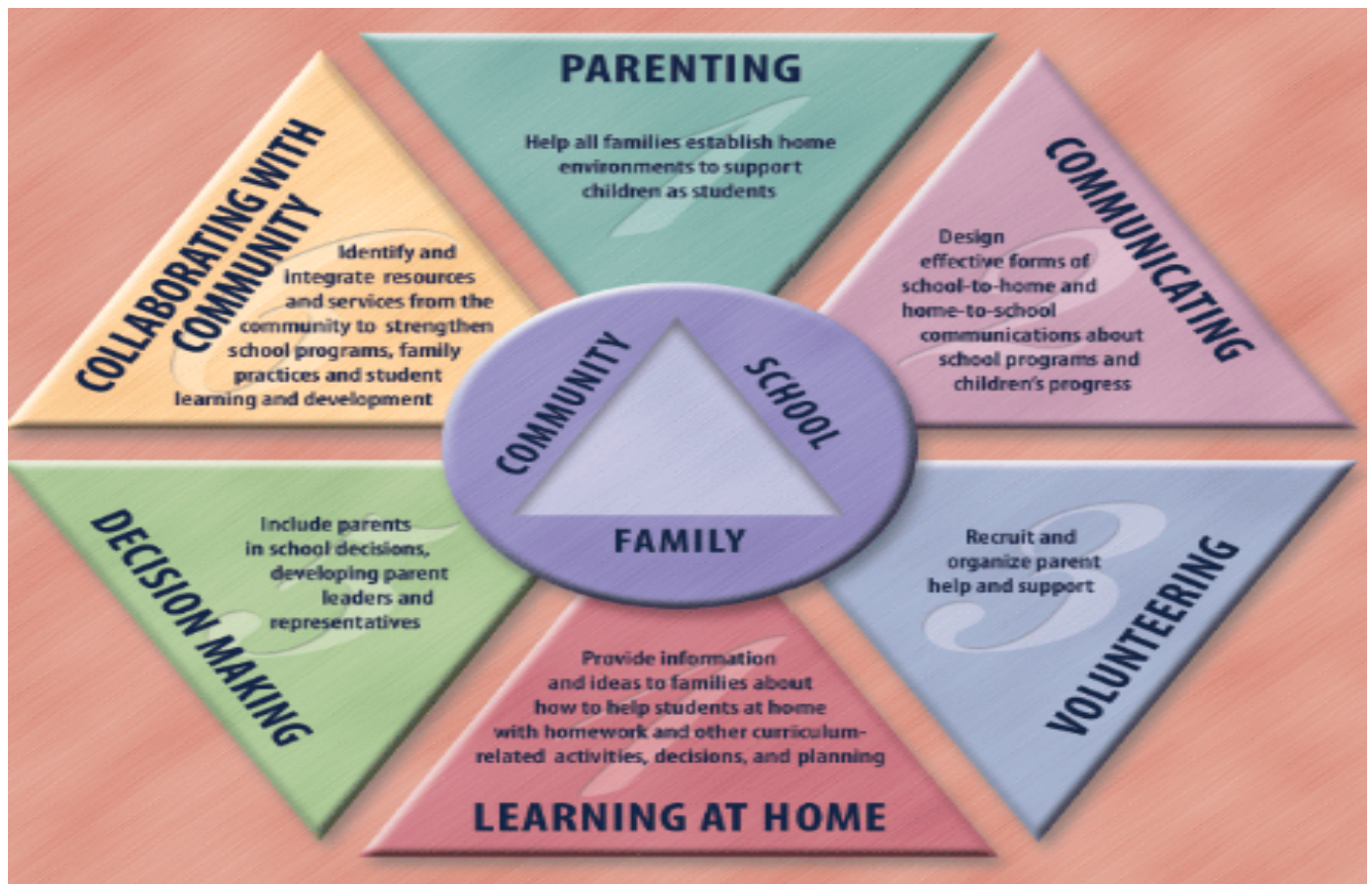
learning opportunities are examples of expanded learning and enrichment time, and the development of our Parent School Alliance, District English Language Advisory Committee, and LCAP Committees, along with MCCT are examples of community and family engagement and collaborative leadership practices. We have engaged in assessment of needs and assets as part of Unification, we will measure needs three times yearly using surveys and community engagement events. We will continue with our site based problem solving teams and stake holder teams and add a Black Parent Engagement Group, a Latinx Parent Engagement Group, a Gulf Council Parent Engagement Group, and an Asian Pacific Islander parent engagement group.

We will continue to build on these systems and the success of community engagement nights like Latino Heritage, Black History, Paint and Chill. We will publish a community school and community engagement calendar for the upcoming school year in June. Our Community School Director along with an intern and a parent volunteer has created the Parent Engagement Team and we will continue to grow that structure. In order to support the recruitment of volunteers and overall school climate we will launch the Parents & Other People Supporting Schools (POPSS) Program. We are launching a Black Parent Action (BPA), and Latin Parent Action (LPA). The Community School Director holds and will continue to hold monthly provider meetings for all of the school partners. Also a partnership with Microsoft to conduct a program called 1hr of coding with our 4th grade class. Arts integration Program with Drawbridge who will facilitate a fully funded Arts program with our 3rd class at BMLK.

We are launching the Frederick Leon Marcus Youth Academy and the School to Life Mentor Program with a grant from county probation to provide mentors to students in our school community in addition to the Vision Project. The Vision Project will provide mentorship to youth who are about to be released from a Juvenile Rehabilitation Center.. Below is a map of our existing community partnerships as well as identified areas of need.



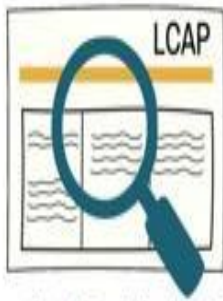
We use Panorama education surveys to measure the impact of our community school program based on the work of Karen Mapp from Harvard. In the 20-21 school year we will use a baseline beginning of the yearsurvey a middle of the year survey, and an end of the year survey. We also base our work on Joyce Epstein's 6 keys to family and parent involvement. We will launch a family engagement network to increase family engagement in the 21-22 school year.



Family Engagement Network

Theory of Action: If the Marin County Office of Education meaningfully collaborates with school districts across Marin County using a research based family engagement framework linked to academic & non-academic learning grounded in Equity and Social Justice through: Monthly Family Engagement Network meetings including Sausalito Marin City School District, San Rafael City Schools, and Novato Unified School District, then families will feel more welcomed, affirmed, and validated in schools, and student attendance, achievement, and family engagement will all increase.

A focus on the following three areas will build the capacity of staff and parents in Marin to transform outcomes in the Sausalito Marin City School District, San Rafael City Schools, and in Novato.



Differentiated Technical Assistance



Coaching & Professional Development



Family, School & Community Partnership

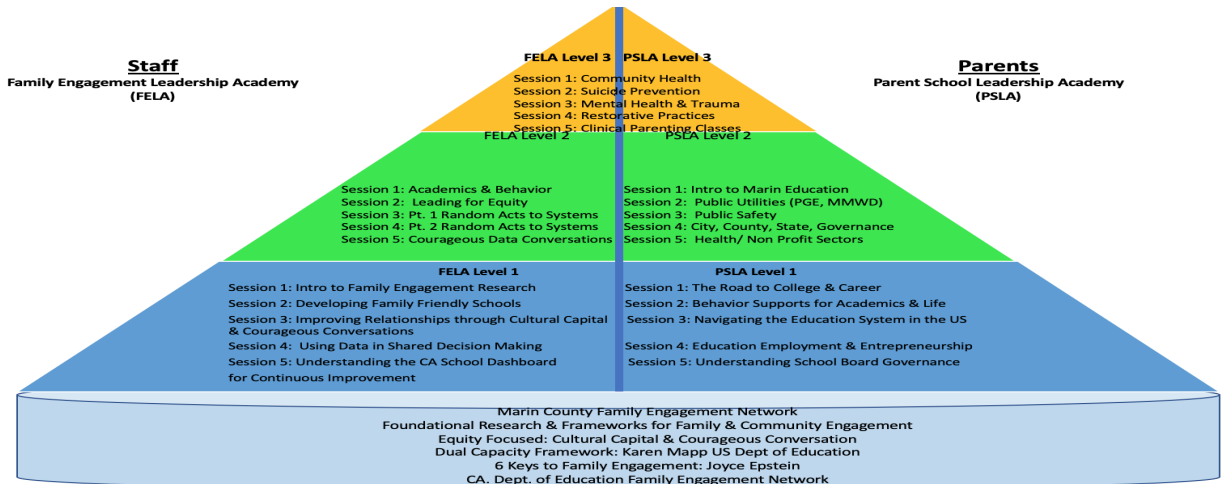
Our vision is to create a professional learning community across public institutions and diverse communities of educators and families focused on systemic and equitable family, school, and community engagement practices and programs.

Mission

The FEN is made up of district, school, and community organizations across 3 school districts in Marin, focused on creating family, school, and community partnerships. Through collaborative monthly meetings and professional development opportunities, members learn, share, and expand on existing practices by focusing on authentic and meaningful family engagement strategies, programs, and structures. The FEN utilizes over 40 years of research on family and community engagement linked to student achievement, social-emotional learning, racial equity, advocacy, and community transformation grounded in a strengths-based approach.



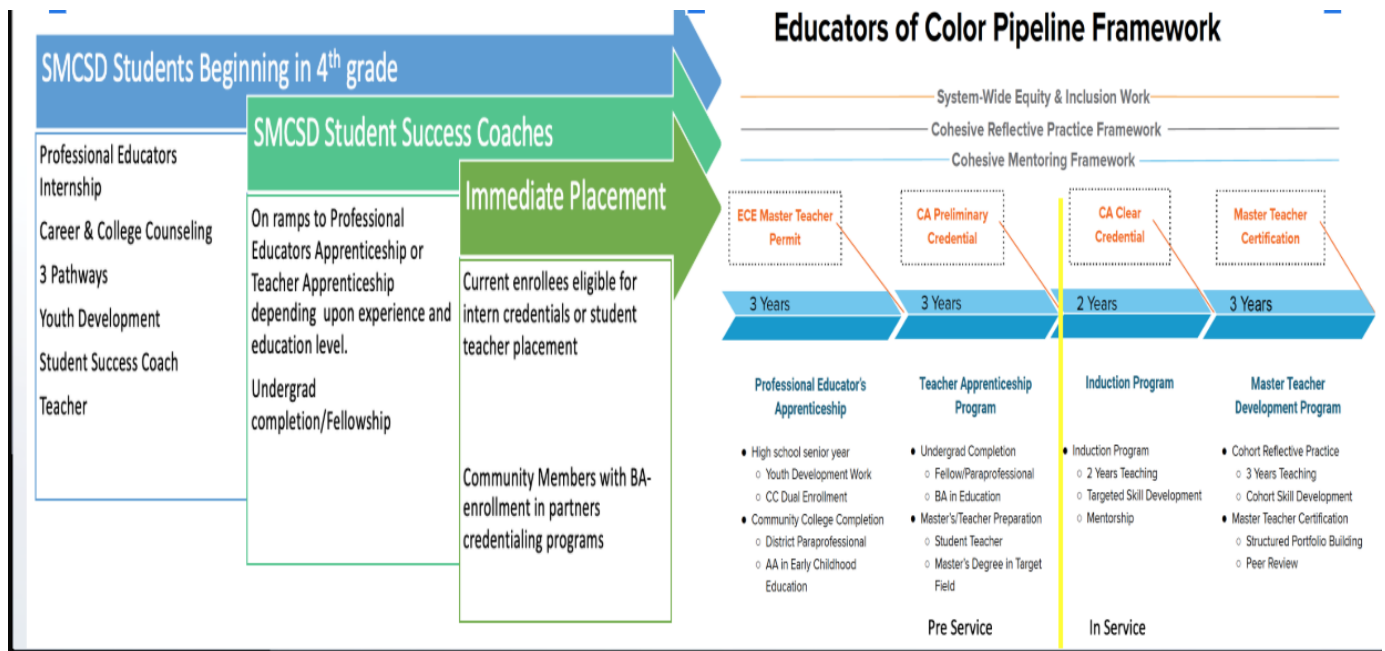
The FEN will create a dual capacity development pathway for Community Engagement staff and parents that allows for Level 1, Level 2, and Level 3 certification respectively. This parent and staff education course will be available to all parents and staff in our district and we will serve as the lead agency for the development of the countywide FEN so that we have meaningful opportunities to collaborate with other staff and parents in traditionally hard to engage communities.



College & Career & Teachers of Color

Working jointly the Sausalito Marin City School District (SMCSD), MCOE, E3, Marin Promise Partnership, College of Marin, 10k Degrees, The Hannah Project, Dominican College, University of San Francisco, UC Berkeley, & Cal State Teach will:

- Significantly increase the number of teachers of color working in the Sausalito Marin City School District, the Tamalpais Union High School District and the Mill Valley School District over the next 10 years
 - Existing credential candidates in any of our partner program will receive priority placement for intern or student teaching assignments beginning in the '20-'21 school year
 - Current staff of color that are not credentialed teachers will be recruited and supported to enter teacher credentialing programs
 - Current students, beginning in 4th grade will receive career and counseling support, as well financial support as a part of 3 pathways.
 - Teacher credentialing
 - Administration of Justice
 - Careers in Tech
- Immediate Placement
 - Identify upcoming vacancies in 20-21 school year
 - Identify current credential candidates of color
 - Plan site visits to build relationships
 - Identify potential credential candidates of color
 - Plan outreach and enrollment support
- Grow our Own
 - Begin 10k degrees & Compass & Success network relationship in 4th grade outline pathways and set goals
 - Set annual check ins
 - Provide multiple points of communication
 - Manage Middle School & High School transition
 - Map onto countywide Educator of Color Model in High School to College transition
 - Provide Guidance & Support in the areas of academics, counseling, and access to scholarships through completion of credential and place in Southern Marin Schools vacant positions
 - Retention by E3 TOC PLC, Induction, MCOE, SDTA & Local Programs
 - First Grow our Own Cohort placed in the 2025-2026 School Year
 - Our goal is to hire two more teachers of color in the 20-21 school year



Efforts to hire and retain teachers of color could enhance the outcomes for students. Research finds that students who learn from teachers of color have improved academic outcomes,⁹ and students of color who learn from teachers of the same gender and racial/ethnic background have enhanced academic perceptions and attitudes.¹⁰ The Learning Policy Institute's (LPI) report, *Diversifying the teaching profession: How to recruit and retain teachers of color*,¹¹ could serve as a useful resource. For example, LPI's report suggests several promising avenues for recruiting and retaining teachers of color, including: (1) Grow Your Own programs that recruit from paraprofessionals, after-school staff, and students (similar to the district's plan); (2) partnerships with local teacher preparation programs particularly at Historically Black Colleges and Universities or Hispanic Serving Institutions, to coordinate student teaching placements and recruit teacher candidates before they graduate (similar to the district's plan); (3) incorporation of teachers of color in the hiring process; and (4) comprehensive induction programs to support beginning teachers of color. In addition to hiring four new teachers of color for the 2020-2021 school year, and five more teachers of color for the 21-22 school year our longer-term plan regarding recruiting and supporting teachers of color is to continue to work with our Culturally Responsive Educational Equity Development (CREED) Program partners (Cal State Teach, Sonoma State University, UC Berkeley B3, USF, Dominican College, University of Redlands) to ensure that there is stability among the teaching staff. We currently will retain all new teachers of color in the 21-22 school year. We continue to work with E3 to provide coaching and support to new teachers of color and to organize teachers of color affinity groups as well as focusing on this work in our P-3 alignment work. Teachers of color participate on hiring panels. We will partner with Cal State Teach on the development of a teacher induction program.

Curriculum Collaboration & Vertical Alignment

Collaboration between K-8 staff is perhaps the most critical aspect of this plan. The creation of Professional Learning Communities (PLC) that engage in Cycles of Inquiry (COI) and Lesson Study as a process to develop vertically aligned formative and summative assessments, social, emotional, and academic units of study and lessons that feature topics that provide students the background knowledge, and project based learning necessary for them to be successful with the K-8 curriculum will transform outcomes for students, families, and staff. PLCs will be expected to meet at least once a week with support from an instructional coach to engage in the cycle of inquiry process. They will from the data, create a theory of action regarding how to improve student outcomes in either social, emotional, or academic standards, and then develop aligned formative and summative assessments related to that standard. Once the standards and assessments are identified and agreed upon they will collaboratively develop age appropriate units of study that include project based learning and vocabulary development so that students receive the background knowledge they need to be successful in their current grade and beyond. They will be asked to undergo this process at least three times each year and to develop annual scope and sequence curriculum maps for each subject as part of the process. They will engage in a process of peer observation following the instructional rounds model where they can watch each other teach the lessons and units they developed as well learn from each other how to effectively implement instructional strategies and engage students in learning. With support from the instructional coach and data coach the PLCs will also collaborate with the PLCs in grades above and below them in order to ensure alignment of basic skills development, background, knowledge, vocabulary, and units of study and lessons to ensure that there is vertical alignment of the social, emotional, and academic curriculum PK-8.

Single Subject Credentialed Teachers

Currently we have a single subject English Teacher and Social Studies teacher. In order to ensure that our students have access to a single subject math and science teacher in the 20-21 school year we are working with our partners from COMPASS and College of Marin who are administering our College and Career Counseling Program. They have agreed to provide a math and science teacher to provide instruction for our 7th and 8th graders. **We were also able to hire a teacher that had science and math authorizations for the 20-21 school year.** In the 21-22 school year we **have also hired 4 single subject teachers: One Math teacher (teacher of color) One Science, One ELA, and One Social Science Teacher.**

PEACE After School Program

Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

The 12 Components of the PEACE Program

1—Safe and Supportive Environment

- Program will be located on the Bayside MLK Campus on District Grounds

The PEACE After School Program will be based in the School Wide Positive Behavior Intervention System (PBIS) school culture and climate program utilized during the instructional day. All core program staff will be district employees, hired through the same hiring process utilized by HR to Screen and Hire prospective employees. All staff will have the same collective bargaining rights enjoyed by all CSEA district staff with the exception of the PEACE Director. PEACE Staff and the PEACE Director will undergo the same PBIS training offered to all instructional day staff, and be trained on how to properly redirect and manage student behavior using the school's positive behavior expectations matrix for all school wide areas based on the 5 following core PRIDE values: Pride - Respect - Integrity - Determination - Excellence. PEACE staff will use the same behavior referral forms, incentives and systems of restorative progressive discipline steps used by the instructional day staff. The PEACE After School Program will use the same emergency route maps and protocols and receive the same training and undergo drills during PEACE program time in order to ensure that the expectations, communication and conduct of students with relation to safety procedures remains the same before, during, and after school.

The PEACE program and staff will be trained in using mindfulness practices: Dynamic Mindfulness based on the work of the Niroga Institute and the Mindfulness practices that staff and students are currently being trained on by Mindful Schools trainer Chelsea True along with a daily opening circle (Harambe) based on the opening of

our Summer School Partner the Hanna Project and the Freedom School model. Daily affirmations drawn from the school affirmation handbook published by SOL Collective will ensure a culturally and linguistically sustaining safe and supportive environment that provides for the developmental, social-emotional and physical needs of all students. Along with the focus on PBIS, Junior PEACEMakers will be trained in a peer conflict mediation model and the principles of restorative justice will be used to support this environment. Lastly, a focus on arts enrichment, particularly in the areas of dance, beat-making, spoken word, and theater arts, will provide an arts integrated therapeutic model to build stress resilience and a healing environment in students and staff.

The PEACE Director will receive a daily absence report from the instructional day to ensure that all PEACE Program students are accounted for at the start of the program each day. All students will be picked up 5 minutes prior to dismissal by PEACE Leaders and brought to the cafeteria for nutrition to ensure a smooth and safe transition from the regular school day and to ensure consistently high rates of attendance and compliance with the food service portion of the grant. This will allow students who are not in the program to leave the school campus, ensure for regular accurate attendance, and allow for all PEACE Leaders to ensure that all absences are noted and logged in and all parents and guardians receive notification from the PEACE Director that their student is not present, if they attended the instructional day.

2—Active and Engaged Learning

The following outlines our educational literacy plans and practices -

- K-1-2 students will engage with the SMARTY Ants program in order to support early literacy development.
- 2-3 grade students will receive homework support from PEACE Leaders and access the iRead/System 44 computer based literacy development program which has been adopted by the District (and is approved by the State Board of Education).
- 4-8 Grade students will receive homework support from PEACE Leaders and access the READ 180 and System 44 computer based literacy development program which has been adopted by the District (and is approved by the State Board of Education).
- All students will have access to mathematics support utilizing Dreambox, Khan Academy, or Prodigy.

Enrichment, Athletics, and Youth Development

We will partner with The People's Conservatory, Today's Future Sound, Aerosoul Art, SOL Collective, and Performing Stars for Art's Enrichment.

The People's Conservatory (TPC) trains young art explorers to envision and create a humane and just world through their art. Their mission is to channel arts creation and performance into artistic endeavors that can promote positive social change.

It is the belief of TPC that young people are inherently artistic with a clearly defined voice and perspective. They are innately informed and acutely aware of who they are, how they're connected to the world, and that they share a responsibility for an ever-evolving culture. TPC's task as artist educators is to help students reveal themselves by facilitating experiences that help focus on growth and expansion. To this end, the conservatory curriculum incorporates a wide range of teachings rooted in ethnic and cultural studies. TPC faculty are working artistic professionals and experienced culture keepers who are particularly skilled in working with youth from diverse backgrounds. TPC's goal is to serve "all of the people" with a dedicated focus on black and brown youth and adults from historically marginalized and economically vulnerable communities that are often denied awareness of and access to higher arts education. TPC helps young people find their creative voices, re-imagine the communities most pressing social problems, and transform from cultural consumers to cultural producers and the next generation of cultural keepers for their communities. Overall TPC objective is to train arts explorers to become the new leaders of tomorrow.

TPC's culturally and community responsive techniques are designed to maximize creativity as well as develop imagination, identity, concentration, character, professionalism, technique--and to strengthen the student's command of their talents. We will use locally-driven, diverse instructional approaches to foster a well-rounded arts education. This robust, culturally-relevant curriculum is intended to engender a strong sense of self, curiosity, creativity, and critical-thinking skills. TPC achieves this by connecting cultural literacy to artistic practice and by encouraging curiosity, as well as a bold thirst for knowledge. TPC also provides exhibition and performance opportunities for our youth, supports community-based arts projects, and takes students into the field to experience arts performance and creation at the highest level. The mission, vision, and goals of TPC align completely with PEACE and the requirements of the ASES grant. Utilizing these principals and the positive youth development framework of Raphael Travis PhD LCSW Director of the Clinical Social Work Program at Texas State San Marcos as a basis for all following enrichment activities.

- TPC Programming includes: music, dance, theater, literary arts, hip hop education, digital media filmmaking, fashion design, and audio production/engineering, with many subsets within each field. A traditional conservatory focus on classical art is also offered, though it serves as enrichment rather than an overarching dogma. In all of our programs, and at every age level, students develop a heightened appreciation for indigenous and ethnic art and culture. A performance will take place twice per year at a student exposition.
- Today's Future Sound will provide a beat-making class that will provide a hands on culturally and linguistically sustaining approach to teaching beat-making and

learning fractions ratios and algebraic reasoning that is grounded firmly in the work of Bruce Perry MD, and Bessel Van Der Kolk PHD that ties in an artistic way and builds upon the trauma informed stress resilient practices outlined in the plan for safety and positive culture and climate. A beat-making performance will take place twice per year at a student exposition.

- Aerosoul Art teaches students the basic of spray can muraling using ink and paper and infuses critical media literacy and community advocacy and agency into its curriculum while building on the core principles outlined by our partnership with TPC. An Art Exhibit will take place twice per year at a student exposition.
- Performing Stars who offer a wide variety of activities from visual arts to drill team. A performance will take place twice per year at a student exposition event.
- PEACE will offer athletics and intramural sports on a rotating basis throughout the year including but not limited to basketball, flag football, soccer, kickball, track and other PE units that will align with school-based PE units throughout the year.

3—Skill Building

Alignment with the instructional day in

- School culture and climate
- Academic Interventions
- PE programming and units
- Will extend and reinforce educational literacy using research based practices
- Enrichment activities will support engagement with school, youth development and offer learning opportunities currently unavailable to students during the regular day or in private settings to support the improvement of student academic achievement as well as overall student success.

SMCSD, along with ARTS+ the Bayside MLK Foundation, developed a 5-year strategic arts plan that is embedded in the LCAP and current school efforts.

Expanding on the arts integration offerings and accelerating the strategic arts integration plan by utilizing after school programming and providing enrichment otherwise unavailable to our students due to income restrictions in a county where the vast majority of their peers have easy and regular access to enrichment. These planned program activities are not only aligned with the needs of our after school and supplemental programming, but aligned with vision and strategic plan of the district and our LCAP. These programs are also aligned with community survey data gathered at our Fall 2019 back to school night regarding enrichment for our community's children. (In addition, for students from Marin City, this becomes a question of equity and social justice.)

4—Youth Voice and Leadership

Student Surveys from Panorama Education based on the work of Karen Mapp from Harvard and Joyce Epstein from San Diego State given at the beginning, middle and end of the program will give students an opportunity to provide feedback, and assess and evaluate the PEACE program. These same survey questions are used for the instructional day program and will serve to integrate and measure student experience in both programs as well as providing areas to focus on in training curriculum and the focus for projects that will meet student needs and interests. Staff are also asked to fill out similar surveys that ask questions about perceptions of students and the program. Parents are asked to fill out similar questions regarding their perception of staff and the Program

Performances, projects and exhibits are another way for students to provide feedback, assessments, and evaluations of the program. Bi-Annual Student Expositions will serve as performance or project based measurement activities for our students.

Other Methods of program monitoring and feedback

- Surveys outlined above
- Junior Peace Keepers program is another main conduit for this
- Student choice on enrichment activities- Students will be asked to select enrichment activities quarterly, their requests will be another important indicator
 - With Peace Leaders
 - With Peace Director
- Student choice on enrichment activities - students will be asked to select enrichment activities on a quarterly basis
- Junior Peace Keepers will be our main student voice mechanism
- Eco Service learning
- Community Theater
- Community Art (i.e., Census Marin City Counts)

5—Healthy Choices and Behaviors

- SMCS D has the first of its kind farm to fork school food service called the Conscious Kitchen
- All snacks served in our after school program are organic and of high quality
- PEACE Students will be able to access the Conscious Kitchen Ambassador program that allows them to get food handling certification and support kitchen staff in the creation of program snacks
- Fitness activities will be aligned with our school's PE program

- Peace practices and activities will align with the school wellness plan as will participation in social justice and community action-focused arts integration through Aerosoul Art, Performing Stars and TPC
 - Mindfulness and PBIS support the school wellness plan
 - Nutrition education is part of the Conscious Kitchen Ambassador Program mentioned above
 - Our PEACE Director will align all athletic and intramural activities in the PEACE program with the Bayside MLK PE Teacher
 - All Students will have (at minimum) 20 minutes of Nutrition in the program and 30 minutes of PE or physical activity not including anything they might get in dance or drill team
- Snacks that follow nutritional guidelines
 - Carrot sticks and ranch dressing
 - Crackers and fruit
 - Chex Mix and fruit

*All organic ingredients

6—Diversity, Access, and Equity

- All enrichment programming is based on cultural arts
- Student Expositions twice per year representing the cultural arts enrichment programming and student identity
- 95% Black and Brown Students are enrolled in the after school program
- The goal will be to staff our afterschool program with people of color
- All program materials will be translated to Spanish
- Spanish Language translation/bilingual staff
- All enrichment programming will be IDEA compliant and accessible
- Modified PE will be offered when necessary
- Program will be 100% free - No tuition

7—Quality Staff

- The TPC program at Bayside/MLK Academy

TPC will create an integrated arts programming to serve the afterschool program at Bayside/MLK Academy. Students will receive dance, music, theater, media arts, visual arts, and a comprehensive hip hop arts program taught daily for an entire school-year. Classes will be taught by master teachers from TPC and will culminate in two end of semester showcases for the year at PEACE Expositions.

To serve the students at Bayside/MLK Academy, six arts classes will be offered M,T, Th, F for 36 weeks - 3 classes to serve 45 students from 3:30-4:45, and 3 classes to serve a second set of 45 students from 4:45-6:00pm. Wednesdays 4 specialized arts cohorts will be offered to support the entire 90 students for a double workshop period from 2:00-4:00pm. Arts staff, arts admin, bookkeeping, extra rehearsals/shows, and supplies are estimated at \$100,260 for the year. This figure does not cover PEACE Program staff or their hours.

$\$2660 \times 36 \text{ weeks} = \$95,760 + \$2500 \text{ for supplies} + 2000 \text{ for extra rehearsals and shows} = \$100,260$

Admin \$505 per week = \$18,180/year

Artists \$60 per hour x 38 hrs per week = \$2280 x 36 weeks = \$82,080

TPC will cover all administration, scheduling, site supervision, bookkeeping, arts classroom facilitation, and showcase productions. The PEACE program will be invoiced on the 15th of the month after services are rendered beginning September 15, 2019 and ending June 15th, 2020.

SMCSD agrees to provide working and clean facilities and classrooms for all scheduled times of instruction; a designated space where TPC employees can work and be based; access to open spaces such as auditoriums and gymnasiums for movement based classes; access to the classrooms or specialized arts rooms for music and art classes; access to, copy machine, printer, etc.; and ample rehearsal time for semester end showcases.

TPC after school arts programming at Bayside/MLK Academy will begin on the first day of school and end on the last day of school, and will not operate during holidays and school breaks or any staff PD Days when students are not in session.

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	
3:30-6PM Artist 1	3:30-6PM Artist 1	2:00-4:00PM Artist 1	3:30-6PM Artist 1	3:30-6PM Artist 1	
3:30-6PM Artist 2	3:30-6PM Artist 2	2:00-4:00PM Artist 2	3:30-6PM Artist 2	3:30-6PM Artist 2	
3:30-6PM Artist 3	3:30-6PM Artist 3	2:00-4:00PM Artist 3	3:30-6PM Artist 3	3:30-6PM Artist 3	
		2:00-4:00PM Artist 4			
7.5 hrs x \$70 =\$525	7.5 hrs x \$70 =\$525	8 hrs x \$70 =\$560	7.5 hrs x \$70 =\$525	7.5 hrs x \$70 =\$525	\$2660

The current plan is based on serving 90 students. Should enrollment in TPC be more or less, TPC and SMCSD will renegotiate the number of classes taught per week and the overall cost.

PEACE Program site staff will provide homework support and study time, physical education, snack/meals, and all other required aspects of programming that are non-related to TPC.

To ensure smooth operations and a quality program, TPC's program manager and PEACE Director will meet on a monthly basis. This monthly meeting will be scheduled in advance and will be held throughout the program year.

8—Clear Vision, Mission, and Purpose

- Vision

We guide students in culturally and linguistically sustaining arts integration to self actualize as:

- Confidant Communicators
- Open Minded Collaborators
- Critical Thinkers
- Resilient Problem Solvers
- Engaged Global Citizens
- Creative Innovators & Visionaries

- Mission

PEACE as an afterschool program integrated into a community school seeks to bring together and align essential resources to support students and their families in a safe, healthy, culturally and linguistically sustaining environment that affirms and validates all members of our community and builds healing and stress resilience.

We balance a focus on social emotional, creative, physical, arts, and academic skills to ensure our students have all they need to be successful throughout their lives.

Bayside MLK has done comprehensive academic assessment utilizing the ESGI, MAP, and CAASPP assessments as well as Seneca's School Climate Assessment Instrument (SCAI) and the YouthTruth social emotional assessment for the past three years. While considerable improvement has been made since 2017-2018, Bayside MLK students continue to, on average, underperform their peers in grades 3-8 in both ELA and Math. TK, K, 1st and 2nd grade students, on average, are competing favorably with the average US student based on our latest MAP data. African American students in grades 3-8 are now outperforming their peers locally and across California compared to other African American students; however their performance is still not at a level commensurate with their ability. SCAI data reflects a relatively satisfied parent group with the highest need being ELD outreach and education. Student attendance and truancy data continues to improve but still remains below standard. Juvenile crime involving our student population is low.

TK and K students will collectively show mastery at the 90% level or above in the June, 2019 ESGI assessment. The ESGI assessment tool and score reporting system will be used to collect the data and evaluate student performance.

The percentage of students achieving at grade level or above (based on MAP RIT scores) in grades TK, K, 1st, and 2nd will continue to increase between one assessment period and the next. MAP assessments are administered four times yearly. The MAP assessment tool and score reporting system will be used to collect the data and evaluate student performance.

Seneca SCAI student, staff, and parent data will continue to improve in all areas. SCAI data will be collected on an annual basis during the 2019-2020 school year. In May 2020, SCAI surveys will be administered to all students, staff, and parents and data will be analyzed using the SCAI survey reporting system.

During the 2018-2019 school year, the district convened a committee of stakeholders representing all key stakeholder groups and a vision and mission were created for Bayside MLK. The PEACE program will model their programming after the district's existing vision and mission. Bayside MLK and the PEACE program will continue to gather stakeholder input throughout the school year.

9—Collaborative Partnerships

The after school plan will be informed by discussions with our LCAP committee, ELAC committee, school staff, and students. Partners in the work include our key CBO representatives, the PEACE program director, interested community members, parents, school staff, and students.

Conscious Kitchen - Conscious Kitchen provides direction for our all organic food service program.

Marin City Community Services District (CSD) - The CSD provides access to their gym for our school and after school program.

Bridge The Gap College Prep (BTGCP) - BTGCP provides on site academic support to our students during after school program hours.

Marin City Library - The Marin City Library staff assists our after school program with the oversight and administration of our Smarty Ants literacy program for kids in grades K-2.

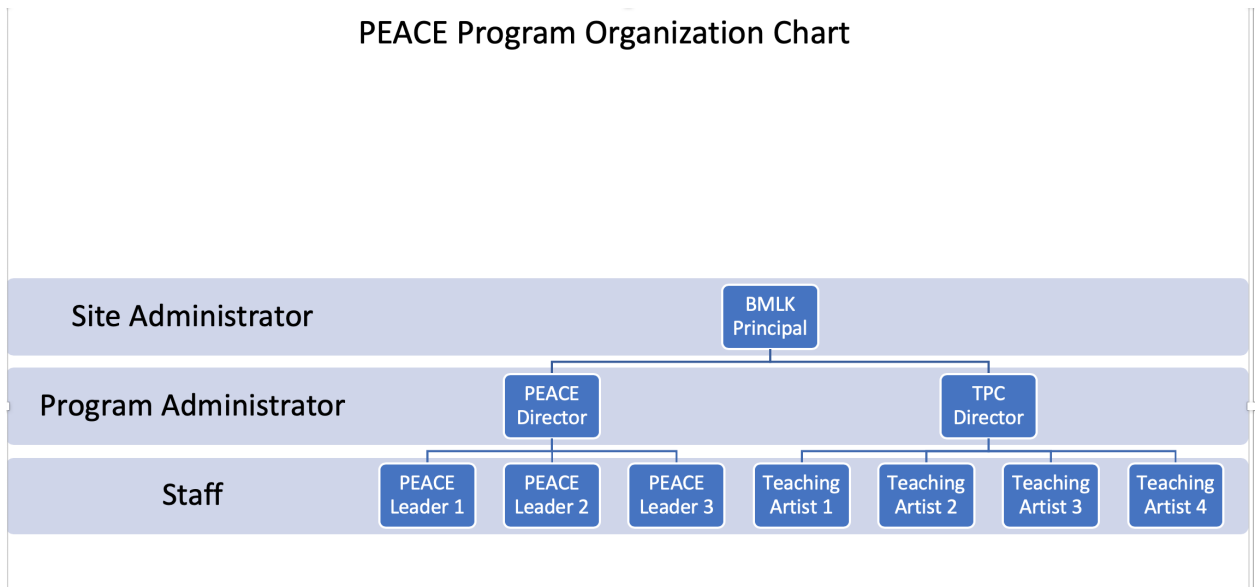
10—Continuous Quality Improvement

We will use the Continuous Quality Improvement Cycle to Assess Program Quality and the CAN-QSA tool using a discussion based reflection protocol that focuses on the data gathered by our multiple assessment measures and focused on three main program components identified by stakeholders:

- Collect data on the program using the measures outlined above. Data comes from sources including self-assessments, review of program policies and manuals, interviews and surveys conducted with staff, youth, and other stakeholders, and observation of program activities.
- Plan: Reflect on program data and use data to generate and implement an action plan for program improvement. Action plans can be used to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff. Improve
- Program Quality: Implement the action plan, taking time to reflect on progress along the way. Once key goals are met, reassess and update the action plan accordingly

11—Program Management

Funding provided to the program will support after school efforts that are aligned with the school's vision, mission, and goals. All stakeholders included in the program's work will provide services that are directly associated with the school's vision, mission, and goals.



- **PEACE Director-** Supervises all Peace leaders, coordinates with TPC Director on scheduling, absence coverage, safety, parent and school communication. Safe and timely transitions of students between program components,

attendance, dismissal procedures, conflict resolution, behavior management, athletic enrichment, academic intervention for 7 & 8th graders

- **PEACE Leader1-** Safe and timely transitions of students between program components, attendance, dismissal procedures, conflict resolution, behavior management, athletic enrichment, academic intervention for Kindergartners
- **PEACE Leader2-** Safe and timely transitions of students between program components, attendance, dismissal procedures, conflict resolution, behavior management, athletic enrichment, academic intervention for 1-3rd
- **PEACE Leader3-** Safe and timely transitions of students between program components, attendance, dismissal procedures, conflict resolution, behavior management, athletic enrichment, academic intervention for 4-6th graders

	Monday	Tuesday	Wednesday	Thursday	Friday
2:55-3:10	Nutrition & Attendance	Nutrition & Attendance	Nutrition & Attendance	Nutrition & Attendance	Nutrition & Attendance
3:10-3:30	Academics	Academics	Academics	Academics	Academics
3:30-4:45	Athletics & Arts 1-3	Athletics & Arts 1-3	Athletics & Arts 1-3	Athletics & Arts 1-3	Athletics & Arts 1-3
4:45-5:45	Athletics & Arts 1-3	Athletics & Arts 1-3	Athletics & Arts 1-3	Athletics & Arts 1-3	Athletics & Arts 1-3

Students will be picked up directly from classroom teachers 5 minutes before dismissal and escorted to the cafeteria by PEACE Leaders and PEACE Director. Students will receive nutrition and be counted for attendance purposes in the cafeteria and participate in daily opening, affirmations & Harambe. Programming will run in conjunction with TPC arts programming. Students will be broken into 6 cohorts of no more than 15 students per activity- all students will rotate through Arts, Athletics, and Academic interventions in this model.

- At 3:10 Kinder students will transition to a self contained classroom and begin SMARTEE Arts programming with PEACE Director and a Student Success Coach from instructional day. PEACE Leaders and PEACE Makers will transition 1-3 grade students, 4-6 students, and 7-8 grade student cohorts to Academics. Students will be broken into 6 Cohorts. 3 Arts Cohorts and 3 Athletics Cohorts. Students requiring Academic intervention will start in Arts
- At 3:30 TPC Director will transition Arts Cohort 1 to Artist 1, Arts Cohort 2 to Artist 2, and Arts Cohort 3 to Artist 3. Athletics cohort 1 will continue with PEACE Leader 1, Athletics cohort 2 will continue with PEACE Leader 2, and Athletics Cohort 3 will continue with PEACE Leader 3.
- At 4:45 Athletics 1 will go to Arts 1, Athletics 2 will go to Arts 2, and Athletics 3 will go to Arts 3, Arts 1 will go to Athletics 1, Arts 2 will go to Athletics 2, and Arts 3 will go to Athletics 3

- At 5:30 Athletics cohorts 1-3 will transition to Academics in the Multi Purpose Room with their Peace Leaders. Students in Arts will have an extended arts block until 5:55 when all teaching Artists will transition students to the MPR for dismissal.
- PEACE Leaders will work 2:45-6 pm MTThF, and 1-6 pm on Wednesdays. There will be a PEACE Program meeting from 1:00 to 1:45 pm every Wednesday. 2 Wednesdays per month will be for staff meetings and 2 Wednesdays per month will focus on PD for staff in the areas of Mindfulness, Positive Behavior Management, Youth Development, and Parent Community Engagement, Safety and Emergency Training, CAN QSA process and other topics that may arise to ensure smooth program operation.
- PEACE Leaders and PEACE Director and Teaching Artists will have walkie talkies for communication purposes

Surveys at Back To School Night and Community Engagement meetings including Town Hall meetings in October and Two in December were conducted so that community partners, external stakeholders, parents and students could identify desired program components. We will continue to survey participating parents, students, and community partners in September, January and June to get ongoing feedback regarding program implementation and support the CAN QSA process.

- Describe the system in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.
 - Financing and accounting will be handled by the PEACE Director with the support of the SMCSD CBO, HR, Accounts Payable and Accounts receivable departments
 - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC Section 8483.7(a)(7)*).
 - Local Match will be accomplished via a combination of cash donation from the ARTS + BMLK Foundation, and the Shakur Foundation
 - Local Match will also be accomplished by In Kind services from our Conscious Kitchen staff, and SMCSD CBO, HR, Accounts Payable, Accounts Receivable, and M & O Departments.
 - Attendance tracking, including sign-in and sign-out procedures.
 - At 2:30 PM M T TH F PEACE Director will prepare Attendance rosters for PEACE Leaders
 - PEACE Leader will receive an absence report from School Office Manager no later than 2:15 PM Daily
 - PEACE Leader will denote on attendance rosters students appearing on absence report from school office manager
 - As PEACE Leaders pick up students directly from class prior to dismissal they will take positive attendance
 - At Nutrition PEACE Director will take formal attendance and perform nutrition accounting

- o Kinder sign-out will be conducted by PEACE Director at 4 pm
 - o PEACE Director will conduct individual sign out of any student Prior to 6pm Dismissal personally confirming parent or guardian identity and reason for early dismissal. PEACE Director will retrieve student from class ensure sign out and safe transition to parent, guardian, or program partner
 - o PEACE Director and PEACE LEADERS will facilitate program sign out from MPR beginning at 5:55 pm.
- o Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE's Policy Guidance web page at <https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp>

12—Sustainability

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.
 - a. Partnerships with Bridge The Gap College Prep for Academic support are on going and have been available and in place for more than five years, with an existing MOU. Modifying the MOU with SMCSD to include the PEACE program will occur upon approval of the ASES renewal grant and shift away from Boys and Girls Club
 - b. Partnership with Performing Stars is also a multiyear partnership that will not be negatively affected by changing program administration from Boys and Girls to SMCSD PEACE AfterSchool Program
 - c. Partnership with Arts+ Bayside MLK Foundation is also multiyear and will be strengthened by adding a true Arts integrated afterschool program- Arts+ changed their name from the center for excellence
 - d. Partnership with The People's Conservatory (TPC) is new, TPC is willing to make a multi-year commitment upon approval of ASES renewal grant
 - e. Partnership with Shakur Foundation is new- Shakur Foundation has made an \$25,000 year commitment to support TPC at the PEACE Program
 - f. The sustainability plan will be revisited annually at the close of the program year (in June) in order to ensure timely completion of the ASES Renewal application in December of each year. **ESSER III & ELO money will be used this year.**
 - g. The SMCSD Superintendent, PEACE Director, Principal, and SMCSDCommunity Schools Director will be responsible for resource development

Long Term Program Leadership

- PreK Leadership- the establishment of a coordinator along with partnership with our community providers and an offer of assistance from Marin Promise Partnership to provide coordination and data support as well as the establishment of a PreK coordinator position should provide long term program leadership of the PreK program
- STEAM Leadership- Superintendent, and Community School Director will be in their third year in the 21-22 school year. Our Principal will be in his 5th year as the site leader in the 21-22 school year and is committed to staying in the position for the foreseeable future. These programs will form the basis of our 3 year LCAP that will carry us through the 23-24 school year. Our new upper school Co Principal will be in her first year next year and as an African American women with over 9 years of experience at the middle school level she is a very strong addition to our team.
- PEACE Director- By bringing this program in house and creating the Director position as a district employee, as well as writing these position into our annual ASES Grant, securing a multi-year grant from the Shakur Foundation, and aligning regular day with after school program and staffing we feel strongly that choosing from amongst our existing staff to fill these roles is a pathway to long term leadership

Leaders can have a multiplying effect on teaching and learning, and among school-related factors, leaders are second only to teachers in their effect on student learning.¹² Leaders have an even greater effect in schools that are in more difficult situations.¹³ Without stability in leadership, it is difficult to maintain a steady focus on the mission and vision of the school and the district. When undertaking a desegregation plan, it is particularly important to have a strong leader who adopts and models research-based best practices; develops buy-in among the staff, students, and community; and remains committed in challenging times. Several strategies for developing community buy-in and political will include hosting community meetings; conducting surveys, focus groups, and living room dialogues; using or creating print and video resources; and using the media to engage the public.¹⁴

Culture & Climate

We are committed to creating a safe and inclusive school environment for all students, staff, and family that features:

- Positive interaction amongst all student groups
- Behavior policies that encourage community building and communication
- Behavior policies that are equitable unambiguous and limit exclusionary discipline

In order to achieve the above we are committed to providing:

- **Support, training, and infrastructure for teachers to recognize and react appropriately to trauma.**
 - Positive Behavior Intervention Systems is our core behavior management program
 - We have developed a school culture and climate team that meets monthly to review referral data, develop and revise behavior policies and a PBIS handbook and to develop schoolwide professional learning on high level delivery of PBIS practices, positive behavior expectations, behavior incentives, and redirects. We use a system of tickets called panther pause when staff recognizes them for positive behaviors.
 - We have created and implemented a student store for positive behavior incentives where weekly students can redeem their panther pause for items like pencils, paper, and erasers.
 - We continue to develop Tier 1 systems
 - Next year we will develop a Tier 2 system that will a Check in Check out systems for students whose needs are not being met by our current system
 - Coordination of Services Team (COST) that consists of our Unconditional Expectation Coach, Community School Manager, Family Support Service Intern, Principal, General Education Teachers, School Psychologist, Resource Teacher, Attendance clerk all meet to discuss and create plans for Tier 2 interventions
 - Staff refers students to our unconditional expectation coach who refers individual students to COST
 - All staff received training in courageous conversations about race in the 19-20 school year. We continue to have monthly follow up trainings to talk about racial equity and systems of oppression. We will continue to work in this area in the coming school years. Staff has the opportunity to attend local and national trainings and conferences
 - We currently have trained our entire staff on school based mindfulness from mindful schools. We will continue to implement a mindfulness program in the coming years so that teachers can develop an individual practice to build stress resilience combat teacher burnout and lead mindful practice in classrooms with students to support positive behavior, stress resilience, and emotional regulation
- Development of multi-tiered systems of support and specifically Tier 2 interventions for the 20-21 school year will include the development of a restorative justice program, that provides Professional learning for all staff on how to have restorative conversations and facilitate restorative circles.

- All staff will receive training in culturally and linguistically sustaining classroom management, communication and vocabulary development from the Center for Culturally Responsive Teaching and Learning by Dr. Sharroky Hollie
- Arts integration is essential to the climate and the feel of the campus and to allow students a space for identity, cultural and emotional expression. Arts integration will be a component of behavior management as well as academics.
- **Students** have the opportunity to go through this process as well, to envision the kind of school climate and culture they want via student focus groups and surveys. We will create a student work group K-2, 3-5, and 6-8 with a consciousness for English language learners and children with disabilities.
- We developed a **Site Equity Team this year it will function** at both campuses to evaluate curriculum, teacher training, etc through the lens of equity.
- Hire **educators who reflect the cultural diversity of our global community**.
- The above MTSS system development will allow staff to recognize students for their gifts and resilience as a path to healing, a culture of students who are empowered to advocate for themselves and a feeling of “Safety” of students that does not involve law enforcement. Safety is mental, physical, emotional and spiritual well-being, where a child’s needs are met.
- Restorative Justice combined with all the above will support the elimination of exclusionary discipline
- The construction sensory rooms and the hiring of sensory room supervisors and school based mindfulness will also help student emotional regulation and reduce exclusionary discipline
- Only Ed Code 48900 behaviors that require mandatory suspension will result in suspension, all 48900 behaviors that are *may suspend* will be approached with a combination of MTSS and community school programs and suspension will not be an option.

The use of Positive Behavior Intervention Systems (PBIS) with Multi-Tiered System of Support (MTSS) has the potential to support the academic, social, behavioral, and emotional needs of students. The plan describes that the district is continuing to develop Tier 1 supports and next year will develop a Tier 2 support in the form of a Check In, Check Out system as well as restorative justice. A clear and equitable discipline system is necessary; therefore, additional, unambiguous information about the supports provided for students is important. Limiting exclusionary discipline is essential.¹⁵

Program Marketing

- Ongoing PR Contract
- Superintendents Communication Committee
 - Strategic Communication Plan
- Launched New District Website
- Launched District Mobile App
- Translation/Interpretation in Spanish and Urdu, Farsi, Arabic & Tagalog
- With Sausalito Mayor Convening Real Estate Advisory Group
- Ongoing school tours for prospective students and families
 - A huge success of unification were tours for parents of the respective campuses and for students
 - Every Grade level toured their new campus homes in the 20-21 school year.

\$25,000 Annual Cost

We will provide information in multiple languages, target recruitment in locations throughout the district (e.g., libraries and grocery stores), and send direct mailings to families across the district. Both the Marin City Free Library and the Sausalito Library and the respective librarians cross promote on websites and social media, and support us with communications. Superintendent has convened a communication committee with 12 regular members consisting of librarians, local government, parents, community members, and community partners to develop both written and electronic communications. There will be a weekly Tuesday 2 Cents, that provides upcoming events, a Friday NewsFlash biweekly that provides event information with narratives, and a Monthly Newsletter that provides an outline of upcoming events. The Real Estate Adviosry Group is a Superintendent's committee that will consists of the Mayor and a Trustee and top real estate agents in the area, to discuss the new offerings and plans for success so that realtors can share that information with prospective public school families. Pasadena, California serves as an example of the potential for a beneficial relationship between realtors and school districts.¹⁶ Marketing efforts are most effective when they are both paper- and web-based; social media can be a useful tool for recruiting as well.¹⁷ In addition, one of the most effective tools for marketing a school is inviting families to campus for an open house that includes a tour to see the facilities and experience what it would be like for their children to attend the school.¹⁸

Transportation

95% of students surveyed either walk, or get to school by bike or by car. Almost 50% of students surveyed live in Marin City. The Transportation work group put together the following:

Transportation vision statement:

We are committed to every K-8 student in Marin City and Sausalito getting to and from school in a way that is safe, reliable and environmentally conscious, so that families are confident in a great start to their day.

Considerations/Recommendations for presentation to SMCSD Board:

- Keep what is working well with regard to current transportation
- Prioritize “green” solutions, which include walking, biking, carpooling, efficient vehicle use
- Consider staggered start times for the schools
- Consider a survey with parents as a way of understanding barriers, once we have narrowed down to a smaller solution set
- Further recommendations dependent on outcome of Facilities Working Group

Members: Diane Brockob, Jennifer Conway, Stephanie Robison, Kirstin Thomas, Shirley Thornton, Thomas Sturm, Tricia Wiig

The district will partner with Horizon Community School to provide yellow bus service and with marin Transit to provide public transit bus service. .

Out of District and Interdistrict

- We are currently accepting out of district students on a case by case basis
 - We are focusing on accepting out of district transfers in Transitional Kindergarten and Kindergarten and in our Middle School Program
 - We will accept students on a case by case basis outlined in the criteria below

Reason for Request	Documentation Required
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Bullying	<p>When the student has been determined by staff of either the district of residence or district of proposed attendance to be a victim of an act of bullying as defined in Education Code 48900(r). Such a student shall be given priority for interdistrict attendance under any existing interdistrict attendance agreement or, in the absence of an agreement, shall be given consideration for the creation of a new permit. (Education Code 46600)</p> <p><i>(cf. 5131.2 - Bullying)</i></p>
Sibling	<p>When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance.</p> <ul style="list-style-type: none"> ● Name, grade and school where the sibling attends (sibling must already attend Sausalito Marin City School District) ● Copy of sibling's last report card ● Copy of sibling's release permit from the District of Residence
Parent Employment by Sausalito Marin City School District (If District of Attendance policy permits)	<ul style="list-style-type: none"> ● Proof of employment of any parents/guardians in the Sausalito Marin City School District ● Letter from parent/guardian explaining the circumstance that an interdistrict permit is necessary under parent employment reasons

<p>Parent Employment (If District of Attendance policy permits)</p>	<ul style="list-style-type: none"> ● Proof of employment of all parents/guardians who are involved in the student’s life on a day–to-day basis <ul style="list-style-type: none"> ○ Copy of a recent pay stub ○ Letter on the employer’s stationary verifying schedule (hours and days) and location of employment, minimum of three full work days per week Monday-Friday inside district enrollment boundary. ○ If self-employed, letter stating schedule (hours and days) and location of employment ● Letter from parent/guardian explaining the circumstance that an interdistrict permit is necessary under parent employment reasons
<p>SARB & Social Services</p>	<ul style="list-style-type: none"> ● When recommended by the school attendance review board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence. <i>(cf. 5113.1 - Chronic Absence and Truancy)</i> <i>(cf. 5113.12 - District School Attendance Review Board)</i>
<p>Child Care</p>	<ul style="list-style-type: none"> ● To meet the child care needs of the student. Such a student may be allowed to continue to attend the district school only as long as he/she continues to use a child care provider within district boundaries. <i>(cf. 5148 - Child Care and Development)</i> ● Proof of employment of all parents/guardians who are involved in the student’s life on a day–to-day basis <ul style="list-style-type: none"> ○ Copy of a recent pay stub ○ Letter on the employer’s stationary verifying schedule (hours and days) and location of employment ○ If self-employed, letter stating schedule (hours and days) and location of employment

	<ul style="list-style-type: none"> ● Letter from the adult, center, or organization providing day care <ul style="list-style-type: none"> ○ Name, address and contact information of the adult, center or organization ○ Child care license number and fees, if applicable ○ Hours of operation for the center or organization, or the hours that the student is under care ○ Length of time student has been under care by the adult, center or organization ● Letter from parent/guardian explaining the circumstance that an interdistrict permit is necessary under child care reasons
Health & Safety	<ul style="list-style-type: none"> ● Letter or report from a doctor, psychologist, or other appropriate person verifying health-related issues (if applicable) ● Police or school report supporting safety-related issues (if applicable) ● Letter from parent/guardian explaining the circumstance that an interdistrict permit is necessary under health and safety reasons
Specialized Program	<ul style="list-style-type: none"> ● Copy of the flyer, brochure, or other informational material detailing the specialized program in which the student is interested ● Letter from parent/guardian expressing the extent of the student's interest in the specialized program, and how the program is either unavailable or not comparable at the District of Residence ● To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel. <i>(cf. 6159 - Individualized Education Program)</i>

Continuing Enrollment	<ul style="list-style-type: none"> • Copy of student’s last report card • Letter from parent/ guardian stating the enrollment history (grade and school/district) of the student since kindergarten
Final Year	<ul style="list-style-type: none"> • Copy of student’s last report card
Change in Residence	Copy of escrow documents/ rental agreements

- We are letting the interdistrict transfer agreement with Mill Valley expire in June 2020 and will not renew it
- On a case by case basis families currently attending Tam Valley school will be granted an intradistrict transfer on the basis of continuing enrollment
- A new interdistrict transfer agreement that allows Mill Valley School District students to enroll in TK and Middle school programs at SMCS D is in development.



Professional Learning

All Staff will deepen their existing professional learning during the two early release Wednesdays we have each month:

- Trauma informed practices provided by Seneca
- Mindfulness provided by Mindful Schools
- Readers and Writers Workshop provided by Momentum in Teaching
- Courageous Conversations about Race and Equity

New professional learning for 20-21

- Arts Integration training provided by the Integrated Learning Specialist Program
 - Voluntary Summer week long intensive training or
 - Four Saturdays during the school year
- Culturally and Linguistically Sustaining Pedagogies by the Center for Culturally Responsive Teaching and Learning by Dr. Sharroky Hollie PD Day prior to the start of the school year.

Professional learning for 21-21

- Arts Integration training provided by the Integrated Learning Specialist Program
 - Voluntary Summer week long intensive training or
 - Four Saturdays during the school year
- Culturally and Linguistically Sustaining Pedagogies by the Center for Culturally Responsive Teaching and Learning by Dr. Sharroky Hollie PD Day prior to the start of the school year.
- Race matters training with Dr. Lori A Watson prior to the start of the school year.
- Trauma informed training prior to the start of the school year.
- PBIS and Restorative Justice Training prior to the start of the school year.
- Readers & Writers Workshop & Big Ideas Math prior to the start of the school year.
- Benchmark Advance/ILIT/ GLAD training prior to the start of the school year.

In addition the Instructional Leadership Team will plan and implement a series of annual Professional Learning opportunities. Collaboration between K-8 staff is perhaps the most critical aspect of this plan. The creation of a Professional Learning Communities (PLC) that engage in Cycles of Inquiry (COI) and Lesson Study as a process to develop vertically aligned formative and summative assessments, social, emotional, and academic units of study and lessons focused on topics that provide students the experiences necessary for them to be successful and transform outcomes for students, families, and staff. PLCs will meet at least three hours per week with support from an instructional coach to engage in cycle of inquiry. Teachers will use data to create a theory of action regarding how to improve student outcomes in either social, emotional, or academic standards, and then develop aligned formative and summative assessments related to those standards. Once the standards and assessments are identified and agreed upon they will collaboratively develop age appropriate units of

study that include project based learning and vocabulary development so that students build the background knowledge they need to be successful. They will be asked to engage in three cycles of inquiry each year, and to develop annual scope and sequence curriculum maps for each subject. They will engage in a process of peer observation following the instructional rounds model where they can watch each other teach the lessons and units they develop as well learn from each other how to effectively implement instructional strategies and engage students in learning. With support from the instructional coach and data coach the PLCs will collaborate with grades above and below them in order to ensure alignment of basic skills development, background, knowledge, vocabulary, and units of study and lessons to ensure that there is vertical alignment of the social, emotional, and academic curriculum PK-8. This process will launch with one PD prior to the start of the school year and be supported with three additional PD days on October 12, January 4 and March 15. **The plan for utilizing Professional Learning Communities (PLCs) that engage in cycles of inquiry and lesson study has the potential to provide meaningful, authentic learning for teachers, which could enhance students' learning.**¹⁹

Facilities

Adequate facilities designed to support and promote the development and growth of the educational programs outlined in this plan (PreK, STEAM, and PEACE) program are another critical opportunity to attract a diverse set of families to SMCS D. We will need to invest in the development of PreK facilities at the Phillips street campus this could include modernization or replacement of existing modular classroom space, the conversion of existing classroom space in the current elementary wing, or the development of new PreK facilities. **\$41 Million in approved Measure P will be a great start.**

- The district completed a Facilities Master Plan in August of 2020.
- SMCS D successfully passed Measure P in November 2020 a \$41 Million General Obligation Bond for School Facilities Construction.
- Prek Facilities are outlined in the Facilities Master Plan
- The district has retained bond counsel, facilities counsel, and a project management/construction management firm, state funding eligibility consultant, and approved an architectural pool.
- The district has completed guiding principles to select a project list for Measure P.

In addition, in order to support the development of our STEAM program we will develop existing classroom space into a STEAM lab, with a maker space full of low tech materials for design, flexible furniture technology, that allow students to touch explore and learn elements of science, technology, engineering, arts, and math. Everything in the lab will be mobile so they can be used in the lab and also used in classrooms outside the STEAM lab. The STEAM lab will be custom designed to support the units of study, curriculum, and project based learning developed by the staff. This STEAM lab will also support the career pathways in our career and college counseling program to careers in tech

and teaching. The addition to our current facilities of a performing arts theater, music recording studio, music, and dance rehearsal space will support our Arts integration plan as well as giving us physical facilities to support PEACE program activities and Community and Family engagement.

The development of a gymnasium, the revitalization of the ball field, a parent center, and the development of a district office, Board of trustees meeting chambers, an M&O warehouse and staff housing on a parcel of land owned by the district next to the school will support community and family engagement and support the District's ability to effectively administer and maintain all programs in the comprehensive education plan. Lastly we will explore the installation of a solar array, electric vehicle charging stations with underground storage batteries that can act as back up power generation so that schools can remain operational during public safety power shutoffs and other instances when electricity is not available.

Solar Project Summary

The Proposed Project will demonstrate how Intertie's EV ChargePod will maximize the penetration of electric vehicles and renewable energy directly benefiting a low-income community while increasing safety and resiliency in the Sausalito Marin City School District. As part of the Project, Intertie shall implement a subsidized EV lease program for teachers, substantially similar to a 2015 program Intertie implemented using SCAQMD matching funds to successfully spur electric transportation from a diverse socioeconomic commuter base in Los Angeles County.

Project Goals and Objectives

- Install EV ChargePods at both the Phillips Dr. and Nevada St. campuses owned by SMCSO
- Provide convenient and accessible fast charging for parents, students and faculty
- Demonstrate how novel underground battery technology is inherently safe
- Quantify how modular, multi-functional microgrid maximizes storage value and increases school operating efficiency by reducing time lost due to blackouts
- Create operating model that enables public school teachers and residents of Marin City to directly and affordably access clean energy solutions
- Prove out a scalable method to advance California's grid of the future by enabling significantly more electric vehicles and solar PV to connect to the existing grid

Project Plan

- Task #1: Complete analysis on both schools' historical 15-minute PG&E interval data, completed
- Task #2: Secure funding for the project that is backed by projected revenue streams
- Task #3: Obtain all relevant permits, certifications and approvals for solar + storage

- **Milestone #1: Install solar systems and underground battery storage systems**
- Task #4: Complete analysis on faculty's commuting distances for GHG estimates
- Task #5: Work with Cartelligent to secure subsidized leases on EVs for faculty
- **Milestone #2: Complete multi-year leases for faculty and staff**
- Task #6: Obtain all relevant permits, certifications and approvals for EV Charging
- **Milestone #3: Install Full EV ChargePod system with all use cases**

EV ChargePod™

Modular energy technology enabling the 'Grid of the Future' by simultaneously providing ultra-fast EV charging, intelligent storage, backup power, solar integration and other electric services. The EV ChargePod™ leverages patented underground battery technology to decouple charging from the grid and safely locates storage where needed most. Versatile product features digital advertising and site analytics.



Ultra-Fast EV Charger

- ✓ Charges EV in 10 minutes
- ✓ Relieves grid stress with battery-boosted technology

Backup Power

- ✓ Powers site during outages

Solar + Storage

- ✓ Connects up to 76 kW solarPV
- ✓ Maximizes self-consumption

Lower Energy Costs

- ✓ Lowers demand charges
- ✓ Shifts time-of-use energy

Maximize Green Credits

- ✓ Certifies SRECs and LCFS
- ✓ Tracks credits for LEED

Digital Advertising

- ✓ Displays Ads on large screen



Intertie Incorporated
2656 Bridgeway, Suite B Sausalito, Ca 94965
(415) 567-0446, info@intertie.com

EV ChargePod™ Features

DC Fast-Charging

Highest power & efficiency

- 175 kW, 300 - 400 A
- Battery-boosted technology

Supports All EV Models

Connector Types:

- CHAdeMO
- CCS
- Tesla (adapter)

Top Cover Assembly

- Bolted to vault
- Water tight seal
- Access hatch
- Removeable top

Grid Connection

Power:

- 30-80 kW

bidirectional

Service Voltage:

- 480VAC/3Ø
- 208VAC/3Ø

Engineered Vault

- Pre-fabricated w/ conduit knockouts
- Anchors power station
- Provides grounding

Aesthetic Display

46" LCD color display

- Digital Advertising
- Staff Directory / Map
- Emergency notifications

Modular Architecture

Scalable DC microgrid

- 40-80 kW bi-directional grid connection
- 175 kW DC-coupled fast charger

Thermal Control

Internal cooling system

- Safety
- Efficiency

Solar Integration

Integrates 40-80 kW solar to power:

- Electric vehicles
- Site
- Grid

Battery Storage

- Large Li-ion battery storage
- Capacity: 240 kWh
- Power: 200 kW
- Voltage: 550 – 650 V



We have the opportunity to place a school construction bond on the November 2020 or on the November 2022 ballot.

State Aid Grants – School Facility Program (SFP)

- The District has State Aid Eligibility that could bring facilities funding to the District
- The District last received funding from the SFP in 2015
- Subject to further review, the District appears to have the following remaining eligibility:

SFP Grant Program	Estimated Amount	Local Match Required	Total Funding
Modernization	\$469,764	\$313,176	\$782,940

- **The New Construction Grant Program requires a local District match** and is intended to fund land acquisition, design, construction, testing, inspection, furniture and equipment, and other costs closely related to the actual construction of school buildings; the District currently has no New Construction eligibility
- **The Modernization Grant Program requires a local District match** and is intended to fund improvements that educationally enhance existing school facilities such as air conditioning, plumbing, lighting, and other electrical systems
- Given the above, the District may have the opportunity to maximize funds by meeting the local match requirement

Bonding Capacity Statistics

- The District's assessed value (AV) has fully recovered from declines attributable to the Great Recession and has experienced an average annual growth of approximately 6.2% over the last five years
- Currently, elementary school districts have a bonding capacity equal to 1.25% of AV; the District is utilizing 27.57% of its total bonding capacity
- Prop 13 voted on yesterday would increase elementary school district bonding capacity to 2.00% of AV; at this time it does not appear that it will pass, however there are still millions of uncounted votes and mail in ballots, if it passes even by the slimmest of margins the District will have \$74.4 million in net bonding capacity

Possible Prop. 39 (55%) Election Options				
Tax Rate	2020 Series A	2023 Series B	2026 Series C	Total
\$15	\$8.0	\$5.9	\$5.8	\$19.7 million
\$30	\$15.7	\$11.8	\$11.9	\$39.4 million
Possible Prop. 46 (2/3) Election Options				
Tax Rate	2020 Series A	2023 Series B	2026 Series C	Total
\$45	\$23.9	\$17.7	\$17.5	\$59.1 million
\$60	\$31.1	\$23.7	\$24.1	\$78.9 million

Bonding Capacity Analysis		
Fiscal Year 2019-20		
	Current Debt Limit	Proposed Debt Limit
Total Assessed Valuation	\$4,497,312,724	\$4,497,312,724
Applicable Bond Debt Limit	1.25%	2.00%
Gross Bonding Capacity	\$56,216,409	\$89,946,254
Outstanding Bonded Indebtedness	\$15,500,000	\$15,500,000
Net Bonding Capacity	\$40,716,409	\$74,446,254
% of Capacity Currently Used	27.57%	17.23%

Historical Assessed Valuation		
FYE	Total AV	% Change
2010	\$3,120,827,973	N/A
2011	\$3,034,948,895	-2.8%
2012	\$3,015,721,235	-0.6%
2013	\$3,052,767,569	1.2%
2014	\$3,097,392,245	1.5%
2015	\$3,333,763,284	7.6%
2016	\$3,515,440,275	5.4%
2017	\$3,790,210,039	7.8%
2018	\$3,996,766,994	5.4%
2019	\$4,262,222,327	6.6%
2020	\$4,497,312,724	5.5%
5-Year Annualized Average		6.2%
10-Year Annualized Average		3.7%

Source: California Municipal Statistics, Inc.; Marin County

- Measure P passed with a 73% yes rate, one of the highest GO passage rates in the State in November 2020 election. Strong evidence the community supports this plan
- Measure P raised \$41 Million
- We have a Facilities Master Plan, and Guiding Principles, we are currently finalizing a project list
- We will not be able to complete all plans with our current bond, additional sources of revenue will be necessary from State Matching Grants, philanthropy, or further bonds.

Funding

The Budget Timeline

The budget process of a school district requires the district to produce and adopt a budget by June 30 for the upcoming year. The Board is required to certify twice each year that the district is able to meet its financial obligations during the year. The two intermediary reports afford the district the opportunity to adjust the budget's revenues and expenditures based on the current climate and events. The Second Interim Report reflects activities for July 1 – October 31 and is adopted by December 15. The Second Interim Report covers July 1 – January 31 and is adopted by March 15. By September 15, the district publishes the Unaudited Actual based on July 1 – June 30 of the previous year.

2019-2020 Second Interim Budget Report Highlights

The projected General Fund Unrestricted ending balance for 2019-2020 is \$866,077, which is a 10.3% reserve, with total revenues at \$7,478,320 and total expenditures at \$7,413,859. The District is planning an operational surplus of \$64,462. The change in revenues from First Interim total approximately \$230,00 and an increase in expenditures of \$303,000.

21-24 Budget

The 21-24 budget up for adoption allows us to deliver on the full promise of this plan but relies on one time money significantly for the upcoming school year. It runs us close to minimum reserves for the 21-22 school year at just over 4.5% and shows us deficit spending in the 22-23 school year. Reserves move back into the 5% level in the 23-24 school year.

A Cautionary Tale

The Multi-Year Projection (MYP) over the three-year period 2021-2024 decreases in Year Two (2) and increases in Year Three (3), approximately 2% of the third year's planned expenditures. It would behoove the District to use caution as it continues to grow and improve programmatic elements for the students. Beyond the potential changes in expenditures is the potential nonrealization of the planned revenues. All revenue from the Charter School as reimbursement for expenditures on behalf of the Charter School (special education, facilities, and utilities), are gone and expenditures are increase significantly. All outgo to the charter school is also eliminated. Having one school is a much better and cleaner way of doing business. This plan is audacious and expensive. Due to increased federal and state funding it is doable, any contraction of funding is liable to limit the districts ability to implement this plan and may result in cutbacks that will limit it's success. Outside revenue and increased private and philanthropic funding will likely be critical in it's success.

2019 -2020
 Second Interim Budget Report
General Fund Summary



	Unrestricted Programs	Restricted Programs	Combined
Estimated Beginning Balance, July 1, 2019	\$695,570	\$109,160	\$804,730
Total Revenues	\$4,389,129	\$3,089,191	\$7,478,320
Total Expenditures	\$4,218,622	\$3,195,236	\$7,413,859
Net Increase/(Decrease)	\$170,507	(\$106,045)	\$64,462
Ending Balance, June 30, 2020	\$866,077	\$3,115	\$869,192

Reserve Level
 (Available Reserves Divided by Total Combined Expenditures)

10.3%



2019 - 2020
Second Interim Budget Report
2019 - 2022
Multi-Year Projection (MYP)

+

	2019-2020 (Year 1)	2020-2021 (Year 2)	2022-2022 (Year 3)
Beginning Balance, July 1	\$804,730	\$869,192	\$932,426
Total Revenues	\$7,478,320	\$7,934,855	\$8,295,284
Total Expenditures	\$7,413,859	\$7,871,621	\$8,126,395
Net Increase/(Decrease)	\$64,462	\$63,234	\$168,889
Ending Balance, June 30	\$869,192	\$932,426	\$1,101,314

Reserve Level

10.3%

8.9%

10.7%

□



	Unrestricted	Restricted	Total
Fund 01 - General Fund			
LCFF Sources	5,097,046	-	5,097,046
Federal Resources	-	315,617	315,617
Other State Resources	61,049	303,098	364,147
Other Local Resources	643,173	1,058,337	1,701,511
Other Financing			-
Transfers In			-
Other Sources			-
Contributions	(1,412,139)	1,412,139	(0)
Total Revenue	\$ 4,389,129	\$ 3,089,191	\$ 7,478,320

Contribution to/from Unrestricted General Fund to/from Unrestricted/Restricted General Fund and Other Funds

Resource 3010 Title I		12,726
Resource 3310 Special Education: Basic Grant		52,059
Resource 3327 Special Education: Mental Health		48,322
Resource 6500 Special Education		751,685
Resource 8150 Restricted Maintenance-Required		435,387
Resource 9194 Donations: General		107,000
Resource 9472 MCF Promoting Early School Success		4,960
		\$ 1,412,139

Resource Code	Resource Title	2019-2020 Second Interim	
Fund 01 - General Fund - Unrestricted and Restricted Resources			
Unrestricted Resources-LCFF Sources (OB8010-8099)			
	LCFF State Aid-Current Year (8011)	1,040,163	
	Education Protection Account (RS1400/OB8012)	22,548	
	Homeowners Exemption (8021)	29,952	
	Secured Tax Rolls (8041)	6,759,227	
	Unsecured Tax Rolls (8042)	130,262	
	Prior Year Taxes (8043)	4,755	
	Community Development Funds (8047)	78,388	
	LCFF Transfers to Fund 14 Deferred Maintenance (8091)	(155,614)	
	Charter School In-Lieu Property Tax Transfer (8096)	(2,812,635)	
Total LCFF Sources		5,097,046	
Federal Resources - Revenues (OB8100-8299)			
3010	Title I Part A - Basic Grant (OB8290)	133,200	
3182	ESSA: Comprehensive School Improvement (CSI) (OB8290)	34,000	
3310	SPED: IDEA Basic Entitlement (OB8181)	111,389	
3311	SPED: Students in Private Schools (OB8181)	1,500	
3315	SPED: IDEA Preschool Grant (OB8182)	3,069	
3320	SPED: IDEA Preschool Local Entitlement (OB8181)	9,774	
3327	SPED: IDEA Mental Health Services (OB8182)	5,450	
4035	Title II Part A - Teacher Quality (OB8290)	13,815	
4203	Title III - Limited English Proficiency Student Program (OB8290)	3,420	
Total Federal Resources		\$ 315,617	



Revenues - Details

Resource Code	Resource Title	2019-2020 Second Interim	
Other State Resources - Revenues (OB8300-8599)			
	Mandated Cost Reimbursement (8550)	3,546	
1100	State Lottery: Unrestricted (8560)	16,940	
6300	State Lottery: Restricted - Instructional Materials (8560)	5,940	
6010	After School Education and Safety (ASES) (8590)	147,060	
	All Other State Revenues Unrestricted (8590)	40,563	
	All Other State Revenues Restricted (8590)	150,098	
Total State Resources		\$ 364,147	
Local Resources - Revenues			
	Leases and Rentals (8650)	81,990	
	Interest (8660)	5,000	
6500	Special Education, AB602 County Transfer (8699)	258,796	
	All Other Local Revenues - Unrestricted (8699)	556,183	
	All Other Local Revenues - Restricted (8699)	799,541	
Total Local Resources		\$ 1,701,511	
Total Revenue Resources		7,478,320	

2019 - 2020
 Second Interim Budget Report
Expenditures - Summary

]

	Unrestricted	Restricted	Total
Fund 01 - General Fund			
Certificated Salaries	1,086,526	797,059	1,883,585
Classified Salaries	753,532	505,330	1,258,862
Benefits - All Employees	623,685	626,381	1,250,066
Books and Supplies	161,594	103,599	265,193
Services and Other Operating Expenditures	1,063,290	423,204	1,486,493
Capital Outlay	-	-	-
Other Outgo	175,146	739,663	914,809
Other Financing Sources (Transfers Out)	354,850	-	354,850
			0
Total Expenditures	\$ 4,218,622	\$ 3,195,236	\$ 7,413,859

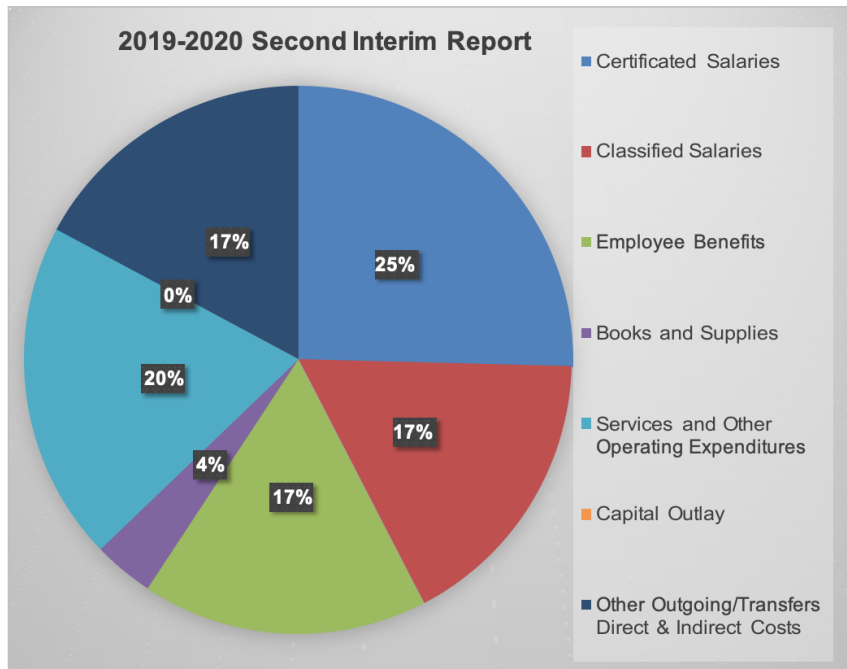
Transfers Out/In

Fund 13 Child Nutrition	161,340
Fund 40 Certificates of Participation	193,510
	\$ 354,850

□

Expenditures by Major ObjectCode

Object Code	Category	2019-2020 Second Interim	2019-2020 First Interim	2019-2020 Budget Adoption		
1000	Certificated Salaries	1,883,585	1,827,620	1,856,187		
2000	Classified Salaries	1,258,862	1,263,345	1,147,118		
3000	Employee Benefits	1,250,066	1,271,514	1,248,598		
4000	Books and Supplies	265,193	251,391	143,340		
5000	Services and Other Operating Expenditures	1,486,493	1,278,882	1,117,535		
6000	Capital Outlay	-	-	-		
7000	Other Outgoing/Transfers Direct & Indirect Costs	1,269,659	1,218,111	1,037,518		
		\$ 7,413,859	\$ 7,110,864	\$ 6,550,296		



**Fund 13...Cafeteria Special Reserve Fund
(Food and Nutrition Services)**

	<u>2019-2020 Second Interim</u>	<u>2019-2020 First Interim</u>	<u>2019-2020 Budget Adoption</u>			
Beginning Balance July 1	\$ 8,381	\$ 8,381	\$ 8,381			
Revenue						
Federal	50,500	50,500				
State	1,500	1,500				
Local - Food Service Sales	600	500				
Marin Horizon Preschool Meal Con	-					
Interest		100				
Contribution from General Fund	<u>161,340</u>	<u>161,340</u>				
Total	213,940	213,940	-			
Expenditures						
Salaries-Certificated	-	-				
Salaries-Classified	75,858	75,858				
Benefits	53,182	53,182				
Materials & Supplies	5,000	5,000				
Food	76,281	76,281				
Services and Other Operating	9,000	9,000				
Marin Horizon Preschool Meal Contract						
Capital Outlay	3,000	3,000				
Other Outgo - Indirect Costs	-	-	-			
Total	<u>222,321</u>	<u>222,321</u>	-			
Estimated Surplus/(Deficit)	(8,381)	(8,381)	-			
Ending Balance June 30	<u>\$ (0)</u>	<u>\$ (0)</u>	<u>\$ 8,381</u>			

Fund 14...Deferred Maintenance Fund

	<u>2019-2020 Second Interim</u>	<u>2019-2020 First Interim</u>	<u>2019-2020 Budget Adoption</u>			
Beginning Balance July 1	\$ 2,242	\$ 2,242	\$ 2,242			
Revenue						
Federal						
State						
Local						
Contribution from General Fund	155,614	155,614				
Total	155,614	155,614	-			
Expenditures						
Salaries-Classified		-				
Benefits		-				
Materials & Supplies		-				
Services and Other Operating	28,856	157,856				
Capital Outlay	-					
Other Outgo - Indirect Costs	-	-	-			
Total	28,856	157,856	-			
Estimated Surplus/(Deficit)	126,758	(2,242)	-			
Ending Balance June 30	<u>\$ 129,000</u>	<u>\$ -</u>	<u>\$ 2,242</u>			

Fund 17...Special Reserve for Other Than Capital Projects

	<u>2019-2020</u> Second Interim	<u>2019-2020</u> First Interim	<u>2019-2020</u> Budget Adoption			
Beginning Balance July 1	\$ 6.39	\$ 6.39	\$ 6.39			
Revenue						
Federal	-					
State	-					
Local	-					
Contribution from General Fund	-	-	-			
Total	-	-	-			
Expenditures						
Salaries-Certificated	-					
Salaries-Classified	-	-				
Benefits	-	-				
Materials & Supplies	-	-				
Services and Other Operating	-	-				
Capital Outlay	-					
Other Outgo - Indirect Costs	-	-	-			
Total	-	-	-			
Estimated Surplus/(Deficit)	-	-	-			
Ending Balance June 30	\$ 6.39	\$ 6.39	\$ 6.39			



2019 - 2020
Second Interim Budget Report
Fund 35...County School Facilities Fund

	<u>2019-2020</u> <u>Second</u> <u>Interim</u>	<u>2019-2020</u> <u>First</u> <u>Interim</u>	<u>2019-2020</u> <u>Budget</u> <u>Adoption</u>			
Beginning Balance July 1	\$ 10,357	\$ 10,357	\$ 10,357			
Revenue						
Federal						
State						
Local						
Interest	2,000	2,000				
Contribution from General Fund		-				
Total	<u>2,000</u>	<u>2,000</u>	<u>-</u>			
Expenditures						
Salaries-Certificated						
Salaries-Classified		-				
Benefits		-				
Materials & Supplies		-				
Services and Other Operating	10,305	10,305				
Capital Outlay	-					
Other Outgo - Indirect Costs	-	-	-			
Total	<u>10,305</u>	<u>10,305</u>	<u>-</u>			
Estimated Surplus/(Deficit)	(8,305)	(8,305)	-			
Ending Balance June 30	<u>\$ 2,052</u>	<u>\$ 2,052</u>	<u>\$ 10,357</u>			



Fund 40...Special Reserve for Capital Outlay Projects

	<u>2019-2020</u> Second Interim	<u>2019-2020</u> First Interim	<u>2019-2020</u> Budget Adoption			
Beginning Balance July 1	\$ 1,458,498	\$ 1,458,498	\$ 1,458,498			
Revenue						
Federal						
State						
Local						
Interest	\$ 6,000	\$ 6,000				
Contribution from General Fund	<u>\$ 193,510</u>	<u>\$ 193,510</u>				
Total	\$ 199,510	\$ 199,510	-			
Expenditures						
Salaries-Certificated		\$ -				
Salaries-Classified		\$ -				
Benefits		\$ -				
Materials & Supplies		\$ -				
Services and Other Operating		\$ -				
Capital Outlay	\$ 211,470					
1 Other Outgo - Indirect Costs	<u>\$ 193,510</u>	<u>\$ 193,510</u>	-			
Total	\$ 404,980	\$ 193,510	-			
Estimated Surplus/(Deficit)	\$ (205,470)	\$ 6,000	-			
Ending Balance June 30	<u><u>\$ 1,253,028</u></u>	<u><u>\$ 1,464,498</u></u>	<u><u>\$ 1,458,498</u></u>			

1 COP Debt Service - Both Principal and Interest combined

2021-22 LCFF Budget Overview

Local Educational Agency (LEA) Name:	Sausalito Marin City School District
CDS Code:	21-65474-0000000
LEA Contact Information:	Name: Ito Garcia Ed.D Position: Superintendent Email: igarcia@smcsd.org Phone: (415) 332-3190
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$851,181
LCFF Supplemental & Concentration Grants	\$581,751
All Other State Funds	\$806,219
All Local Funds	\$906,329
All federal funds	\$1,574,922
Total Projected Revenue	\$11,799,351

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$11,842,203.77

Total Budgeted Expenditures in the LCAP	\$2,790,954
Total Budgeted Expenditures for High Needs Students in the LCAP	\$442,859
Expenditures not in the LCAP	\$9,051,249.77

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$491,631
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$494,172

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$-138,892
2020-21 Difference in Budgeted and Actual Expenditures	\$2,541

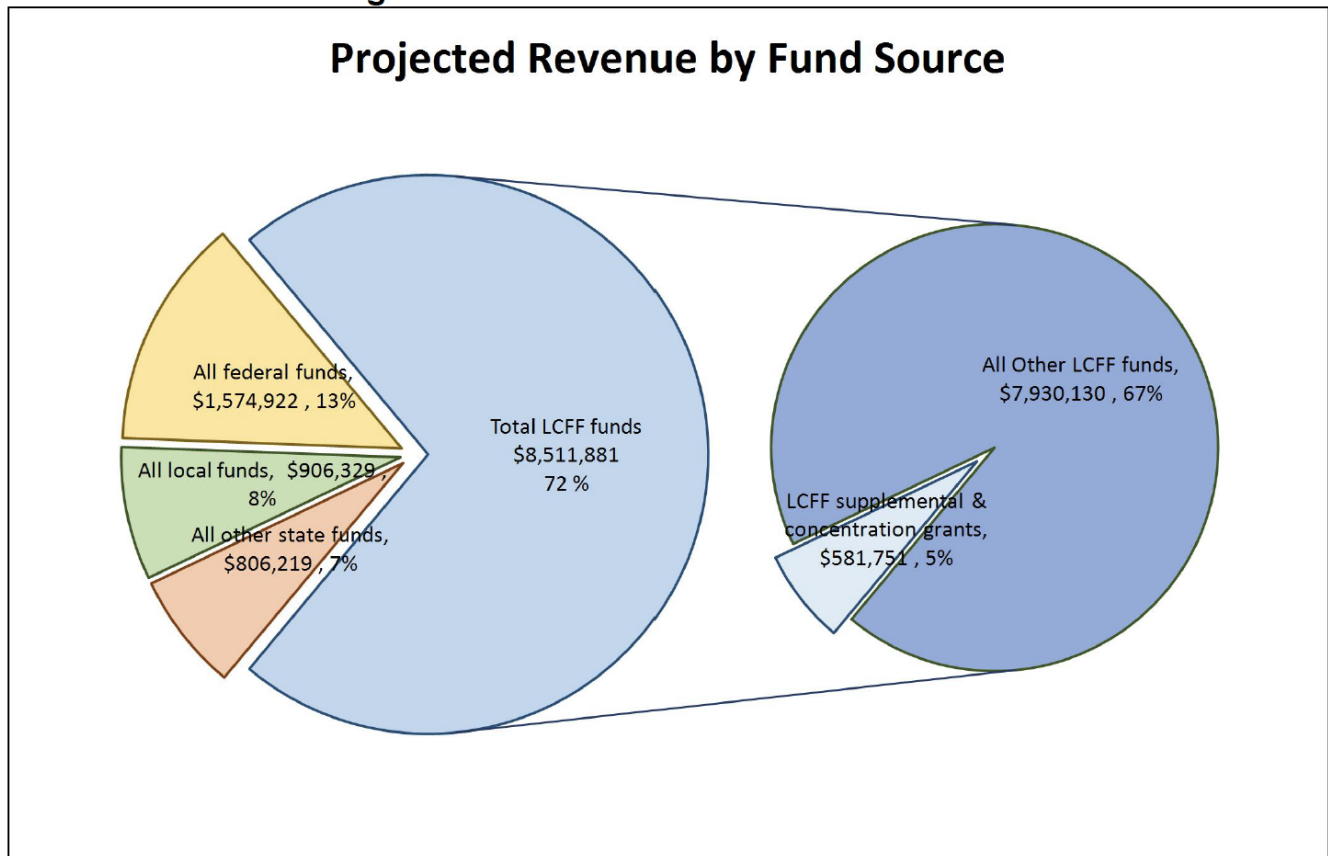
Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

School districts receive funding from different sources: state funds under the Local Control

Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Budget Overview for the 2021-22 School Year

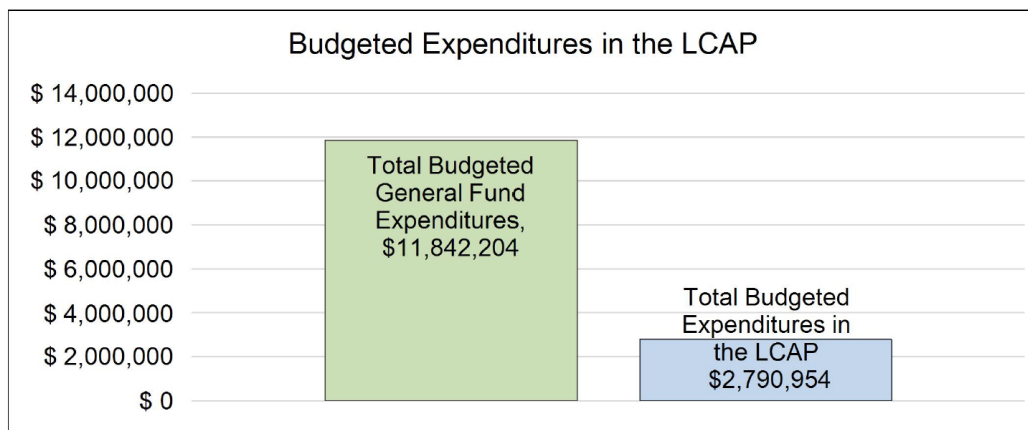


This chart shows the total general purpose revenue Sausalito Marin City School District expects to receive in the coming year from all sources.

The total revenue projected for Sausalito Marin City School District is \$11,799,351, of which \$8511881 is Local Control Funding Formula (LCFF), \$806219 is other state funds, \$906,329 is local funds, and

\$1,574,922 is federal funds. Of the \$8511881 in LCFF Funds, \$581,751 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Sausalito Marin City School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

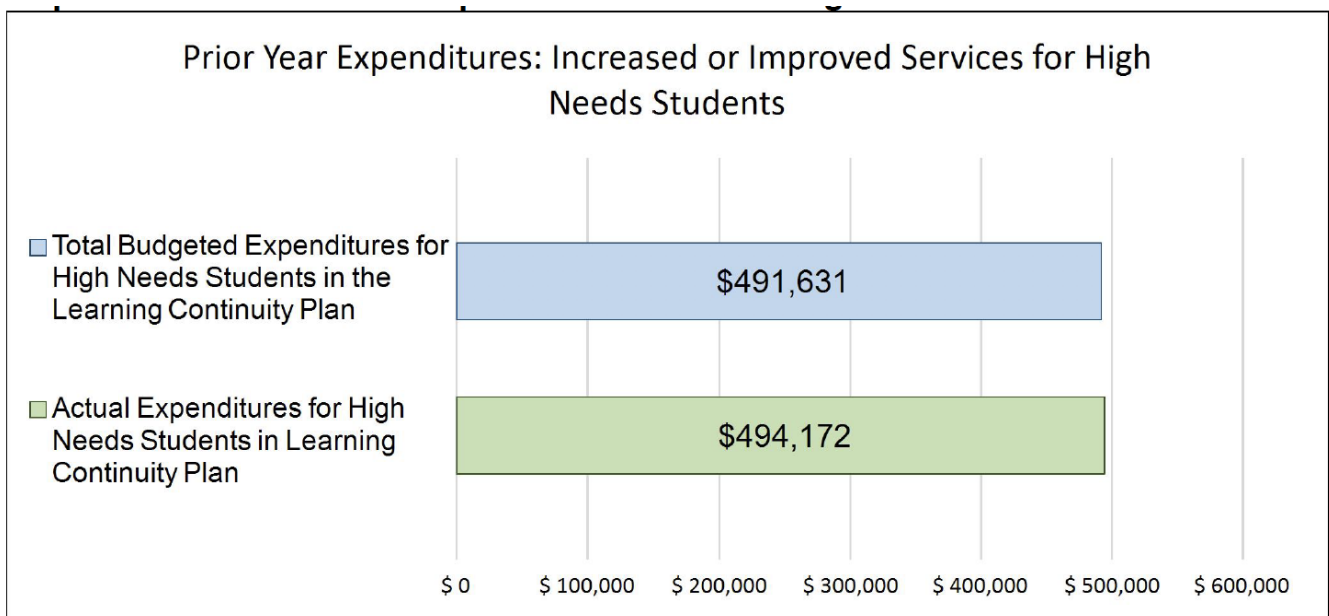
Sausalito Marin City School District plans to spend \$11,842,203.77 for the 2021-22 school year. Of that amount, \$2,790,954 is tied to actions/services in the LCAP and \$9,051,249.77 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Sausalito Marin City School District is projecting it will receive \$581,751 based on the enrollment of foster youth, English learner, and low-income students. Sausalito Marin City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sausalito Marin City School District plans to spend \$442,859 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020-21

This chart compares what Sausalito Marin City School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Sausalito Marin City School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.



In 2020-21, Sausalito Marin City School District's Learning Continuity Plan budgeted \$491,631 for planned actions to increase or improve services for high needs students. Sausalito Marin City School District actually spent \$494,172 for actions to increase or improve services for high needs students in 2020-21.

Grants

- 2020-2021 Governor's Proposed Budget Governor's Proposed Programs
- Teacher education/development and retention
 - \$900 million – Teacher training and professional development
- Community Schools
 - \$300 million – Grants for local education agencies supporting innovative community schools models
- Opportunity Grants
 - \$300 million – Grants for the state's lowest-performing schools and districts
- Computer Science
 - \$15 million – Grants to support teachers earning a computer science credential
- Preschool Program and Facilities
 - \$75 million – Provide funding to construct/modify preschool facilities to serve students with exceptional needs
- School nutrition
 - \$60 million – Increase reimbursement rates – Training for food service staff – Expand Farm to School Grant Program

Timely execution and fidelity to this plan should put us in a strong position to qualify for every single grant program in the Governor's proposed budget which would offset some of the cost of this programming currently in our proposed budget as well as potentially cover parts of this plan that we are currently unable to fund.

In addition we have secured a \$25,000 grant from the Shakur Foundation to support the PEACE program. We will reapply for a PK-3 Grant from the Marin Community Foundation that should cover the costs of one instructional coaching position, one PreK position and two SSC coach positions, a Data coach and the development of a data dashboard. We will also apply for a \$150,000 grant to support the Family Engagement Network.

Section 7

Conclusion

The elements of this plan are intended to serve as a blueprint to guide the district over the next 3-5 years and to: remedy the conditions that led to desegregation, attract families from all geographic regions of the 94965, improve the variety and quality of educational programs in the Sausalito Marin City School District and to improve outcomes for students and families. This plan is intended to be a living document that can be updated with the ongoing feedback of the Board of Trustees, the community, and the Attorney General. It will be reflected in the 3 year Local Control Accountability Plan (LCAP) which will be adopted by the District in **June of 2021 to set goals, actions, and funding allocation for the 21-22, 22-23, and 23-24 school years.** The budget presented above, the 3 year LCAP, and this plan are set to meet the integration goals set forth in the settlement agreement at five, ten, and fifteen year benchmarks in the first year of implementation. Unification has been such a successful process that we are retaining over 92% of WCA families and 99% of Bayside MLK families. Our integration benchmarks will be met on August 23rd, 2021. The key will be sustaining them over time, by continuing to work to unify our communities in terms of leadership in local government, our parent and student communities in creating a shared sense of identity, and in making sure we can continue to deliver on this program with a balanced budget.

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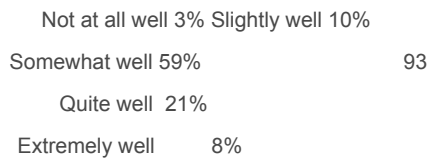
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Student Achievement

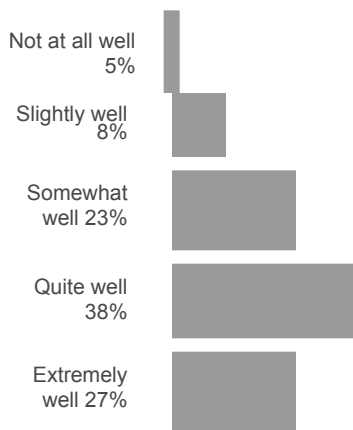
How did people respond?

Q.1: How well do you feel schools in this district are currently doing in each of the following areas: Student Achievement



Q.3: Classroom Instruction

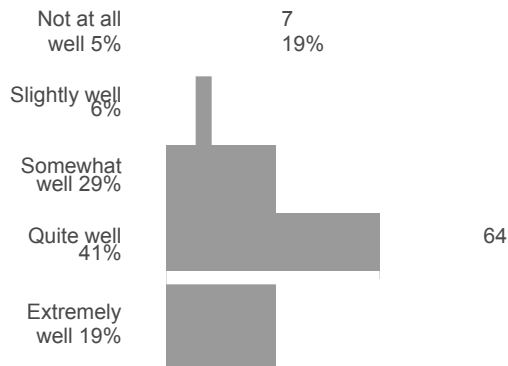
Q.2: Diversity and Inclusion of all students



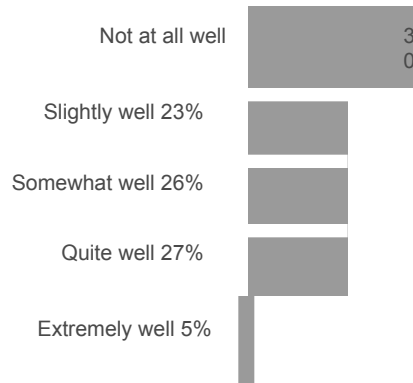
Q.4: Hiring developing and retaining the best staff



Q.5: School Climate & Culture



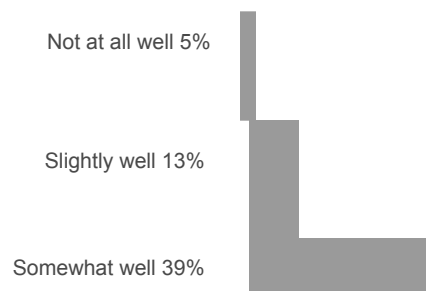
Q.6: Physical Facilities

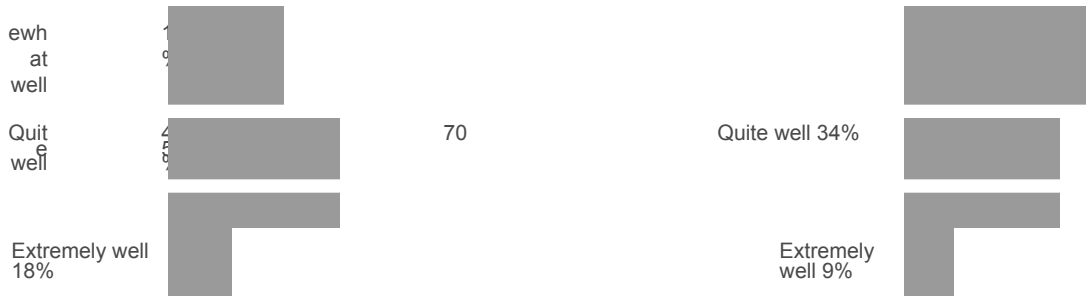


Q.7: School Leadership

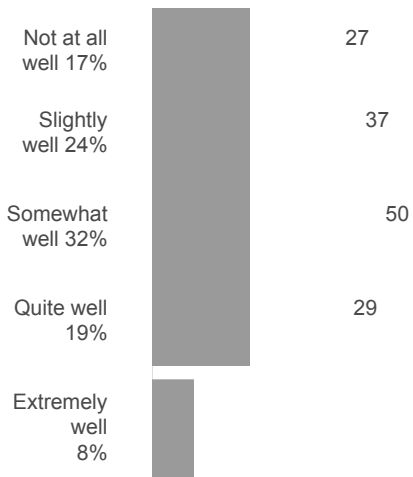


Q.8: Student activities and extracurricular activities

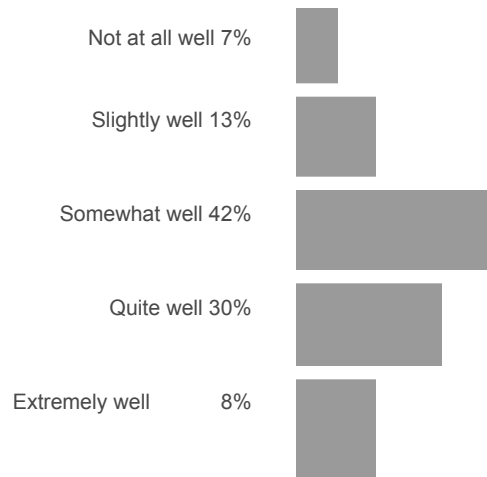




Q.9: African American student achievement achievement



Q.10: English Language Learner student

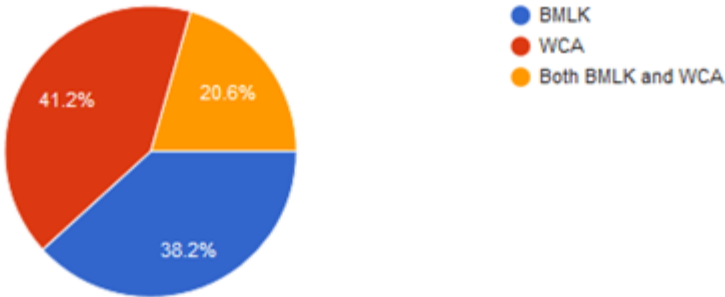




BMLK & WCA Teacher/Staff Survey

At which school do you work?

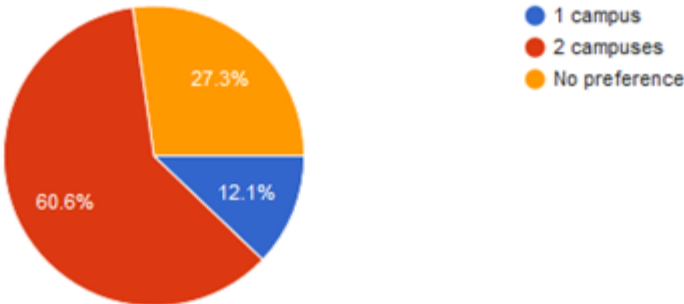
34 responses



School Facilities

About 500 children attend school in the SMCS. Would you prefer they are educated on one campus or two campuses?

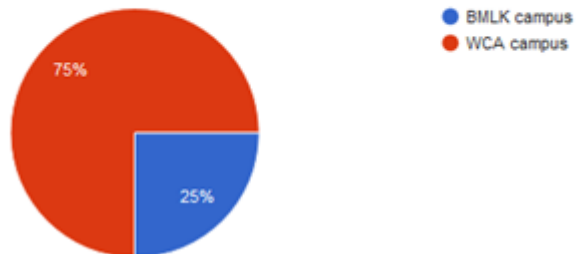
33 responses



One Campus

If you prefer one campus, which campus?

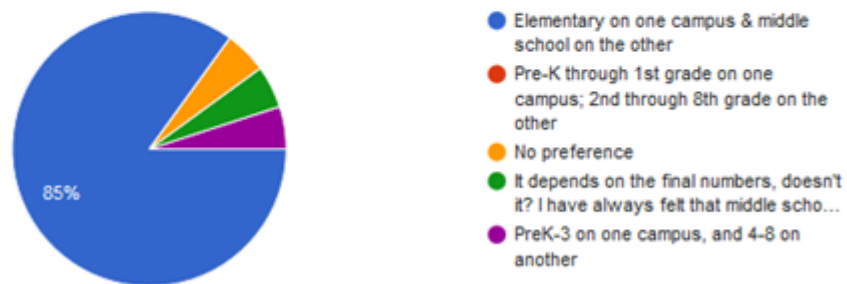
4 responses



Two Campuses

If you prefer two campuses, which configuration?

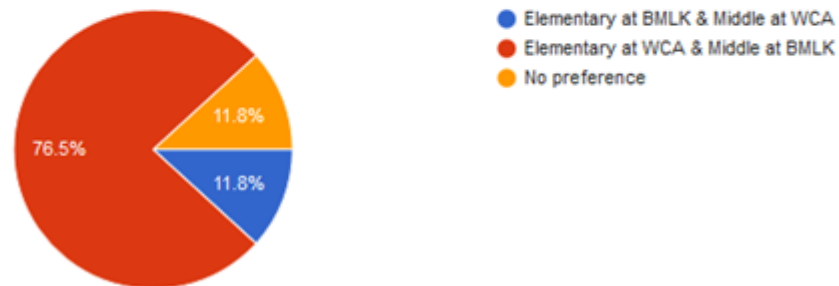
20 responses



Elementary & Middle

If you prefer an elementary & middle school on different campuses, which should be at which campus?

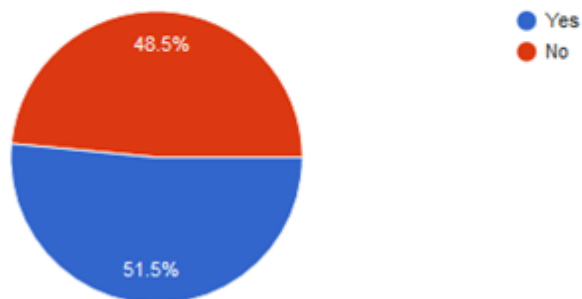
17 responses



Unification Process

Have you been involved in the school unification process? (e.g., town halls, work groups)

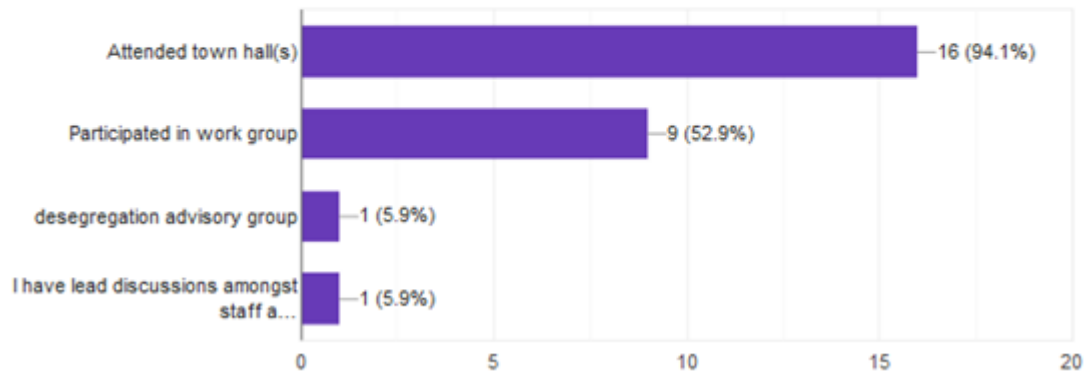
33 responses



Unification Process (continued)

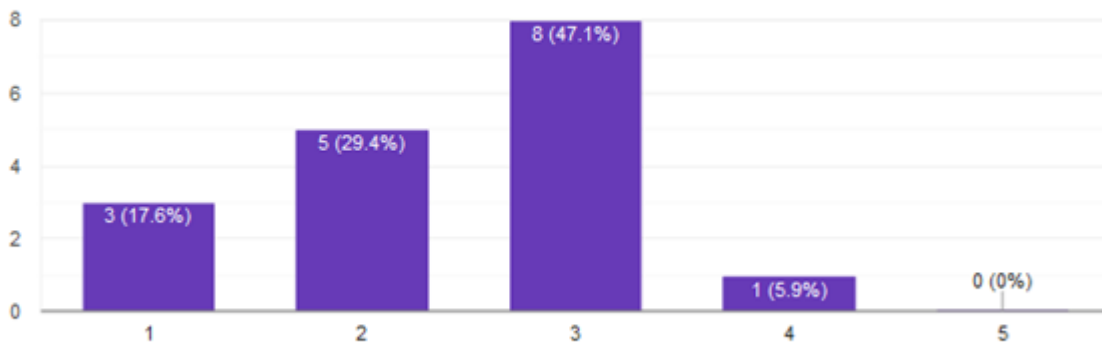
If yes, in what ways have you been involved in the school unification process?

17 responses



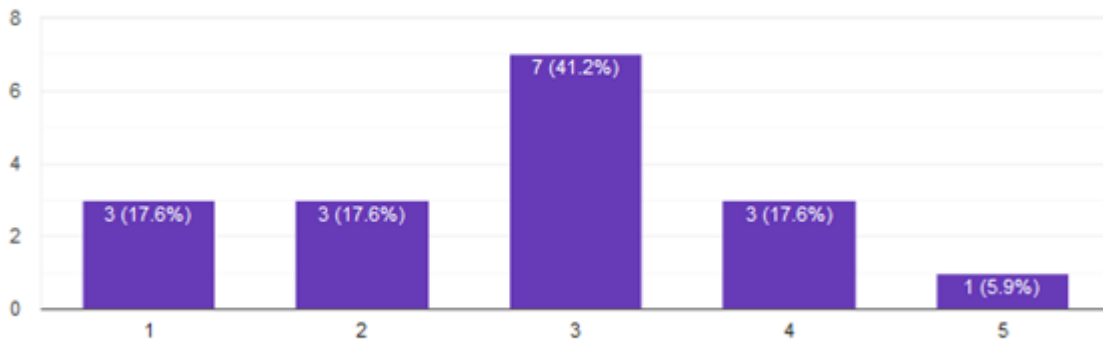
How well do you feel unification is going?

17 responses



To what extent do you feel your voice has been heard in the unification process?

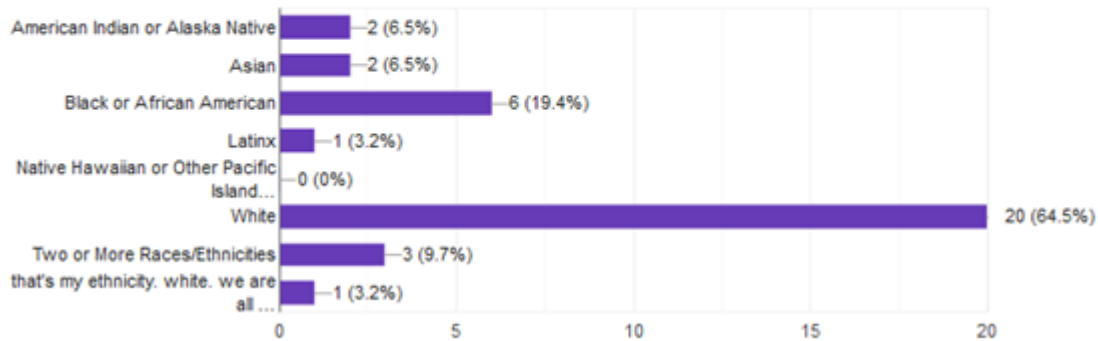
17 responses



Your Race/Ethnicity

What is your race/ethnicity?

31 responses



What are the strengths of the school where you work?

WCA-- culture and climate, professionalism, parent engagement

BMLK-- COST process, data-based decision making (both in beginning stages, but it feels promising), administrative leadership

the dedication of the faculty and staff at BMLK

We have a dedicated staff

Team work- school vision and improved school climate

Bayside MLK - Small class environment, community and family oriented, successful and resilient. It has lots of positive attributes going on that isn't widely publicized.

The collaboration between all staff members. The commitment to providing opportunities for all of the children to reach their potential.

Incredibly dedicated staff and families; very diverse community; restorative justice program; excellent school counselors; responsive classroom; morning assemblies; music and arts programming for all students; high level of student engagement; strong leadership; Conscious Kitchen; leadership opportunities for middle school students; general staff cohesiveness and support for one another.

PBL, cultural integration in arts and social studies, student support specialists, positive behavior Intervention, specials classes, teacher environment of open communication, teacher wellness, genuine staff care amongst staff members, administrators don't micromanage staff, teacher autonomy with curriculum, attitude of hard work and constant improvement among staff, middle school collaboration with Tam, math specialist, guided reading library, dipsea kidz and aftercare classes, classroom budgets, parent community, multicultural community, staff socials

The teaching staff is amazing - professional, collaborative, friendly. Because of this, we are able to support one another in educating the student year over year. Information is where it supposed to be, communication is great and there are enough of us to feel like we are a team.

The discretionary budget for each teacher

the supportive and present families

the ability to see the student as who they are and get support in cultivating their strengths

the social emotional support system

the ease of moving through the day without a lot of red tape

Systems that are rigorous, but accommodating

The student body is diverse and close-knit. Children learn about and process difference through daily contact with peers whose lives are often drastically different than their own. Literacy intervention provided by Aracely Gonzalez for grades K-2 has a tangible impact on academic outcomes for struggling young learners. We are provided with excellent curriculum. We use Responsive Classroom K-8 which helps to streamline behavioral expectations across the school. We collaborate across classrooms. Conscious Kitchen is amazing. The general "vibe" of the school is positive, friendly, and welcoming.

1. Autonomy for teachers to run their classroom based on knowledge of the students and their families. First and foremost, we teach CA state standards, but we enhance with Responsive Classroom (Meetings every morning help us get to know each other and ensure that all students feel respected and valuable), Project Based Learning and Integration of History and Science based on current topics and student interests and abilities.

2. Support staff, support staff, support staff...

We spend a good amount of our day managing behavior so that we can teach. We have support staff to make that happen. Resource Teachers, Student Support Specialists, Admin willing to drop what they are doing to support students in need, Chefs as teachers and student support, Shared Assistant Teachers as classroom, recess and transition support.

3.. Respectful, positive, friendly and fun work atmosphere. Our team of admin, teachers, specialists and support staff work together and support each other, both professionally and personally. I look forward to going to work every day because of the people.

4. Admin, School Board and Parent Council, care about the teachers and staff and want to make sure we know it. We have regular programs and check ins for self care including being open to suggestions and grievances, teacher workouts, counselor self-care PD's and regular teacher/staff appreciation days.

5. Family, family, family... We get to know our families. We respect all families. We welcome them in school/classrooms, we ask their opinion, we ask their help, we value their opinions and their help.
The staff truly has the best interest of the students at heart. They work hard to make sure every student is supported and heard. The staff for the most part gets along really well and we truly are a family.
We are one of the most diverse schools in the country, our teachers are fully credentialed, we employ restorative practices and responsive classroom techniques, we are closing the achievement gap.
The diversity amongst the families, all the specials (art, music, PE, Spanish) and the staff relationships.
Test scores are greatly improving.
Both sites have strong teachers who are generally willing to implement accommodations to support students with learning differences. Both sites have administrators who are supportive and invested in helping staff and students grow.
Strong teachers. Small class sizes.
Strong sense of community, RTI, strong teachers, small class sizes, caring children and adults that want the best for all, Strong leadership.
Strong support from community, many staff that represent the demographic they serve
BMLK is very student centered. All decisions are made based on student data, interests, or ways in which students can be successful. All of the adults at BMLK are dedicated to the students and meeting each of them where they are at. BMLK becoming a community school is also a strength as we are not only serving the students, but families and community members. It is a place where everyone can feel welcome and safe.
Positive, eager, and hard-working cohesive staff, staff desire for professional development and growth, strong leadership, restorative justice, responsive classroom, parent involvement, and most importantly, the beauty and strength of diversity!
BMLK - amazing teacher and staff commitment to the kids, cohesive school schedules, good school wide systems in place for positive rewards.
WCA - great teachers and staff, student support specialists are established, many specials available for middle school students (music, yearbook, STEAM lab)
I think the strength of BMLK is the dedicated staff especially the members of CSEA who have been with BMLK when the WCA campus was originally BMLK campus. Also, the resilience that many of our students showed when we were known as "Drive by School" or the "Patchwork School" that our students had to endure during the decade that some of our school board member cheated us.
Social emotional curriculum, a strong community of teachers who work together, and a commitment to testing and adopting new curriculum to better serve our students.
community, responsive classroom, project based learning, restorative justice, commitment to the arts, diversity
Positive atmosphere, great support staff
New leadership at Bayside/MLK, Seneca involvement
When asked what are the strength of the school at BMLK one would have to say that the dedicated teachers and support staff are committed to the students in addition to the community they serve.

caring and dedicated staff

WILLOW CREEK

Strong Unique curriculum
Collaborative Teaching Staff
Diverse student populations
Spanish
Art
Music
Sensory Room
STEAM room
LEARNING CENTER

BAYSIDE

Parent outreach
More adult support in every classroom
Response to Intervention Time
Reading Specialist

community dedicated to our school and staff, passionate, caring, and creative teachers who are always looking for opportunities to learn and grow as they work to make curriculum accessible, meaningful and relevant for all students, academic intervention for at-risk students, beautiful campus, focus on social-emotional learning and responsive classroom, coaches available to help align curriculum and support teachers, curriculum, differentiation and data analysis, a strong, passionate, committed principal who understands the mission of our school, students who care about each other, art/music, lunch program

What do you think your school could do better?

WCA-- strengthen MTSS and PBIS processes

BMLK-- culture and climate, professionalism, parent engagement

racial literacy and humility at BMLK

Creating a culture of kindness among the student body.

offering Math PD

Bayside MLK - Parent out reach and meaningful activities for students and families

Counseling support for additional children at the school.

We have to figure out how to improve the academic outcomes for African American students;

Community outreach to families from Marin City; more "positive" family communication in general; more opportunities to collaborate with teachers from BMLK;

Stricter expectations for middle schoolers, be more strategic about our students' of color needs

hire more diverse staff

pay better

create opportunities that all bodies feel at home at
figure out better ways to support or provide alternative opportunities for students whose best environment is not sitting in a room all day

Special Education is understaffed and under-resourced, which puts some of our most vulnerable learners at unnecessary risk. Our teaching staff is almost all white. There is a lack of cohesion in instructional methods and curriculum in reading, writing, and phonics. We have great behavior support staff, but we need more of them to support the number of students who have behavioral needs at our school. It's extremely difficult to get a sub. K-2 is generally de-prioritized because we don't do CAASP and students' behavioral challenges are perceived as less extreme. The Assistant Head of School has way too many responsibilities and we need more support staff to handle items like data management, attendance, independent study requests, etc. We don't have a nurse or school social worker and we need both. The emphasis on Project Based Learning can take away from students getting the foundational skills they need to be successful, especially in earlier grades.

1. Fair compensation and benefits. We realize that we choose to work at a charter school, and with that comes less money/benefits.

2. Full-time classroom support for K-2 (teaching assistants with teaching backgrounds).

Kindergarten has full-time aides, but 1st and 2nd grade need them as well. These are the grades with the most challenges with behavior, while at the same time working to develop skills for reading, writing, math problem solving and test taking before 3rd grade. Shared teaching assistants for 3-5th for literacy and math support.

Honestly, I would have answered this differently a year ago. This year our school went through a fair amount of change (new admin, new SPED staff, new teachers, new MOU) and it has caused many new challenges. In addition, pressure from the community and school district have caused us to have to put more emphasis on test scores and appearances, which has caused us to move away from our ideals (PBL, STEAM, social-emotional learning).

Our facilities need to be better maintained.

Having a Human Resources specialist, better retirement and medical plan. For staff to have some time to observe and plan with other teachers.

Better teacher staffing.

MLK staff need to develop a common definition of professionalism and how that looks and sounds within the work environment.

I think we could better identify behavioral and academic needs of our youngest students so they could experience greater success as they matriculate. Too often we can't intervene until too late in the process.

Build stronger collective efficacy and staff buy in of the "team plan" as a collective.

Restorative Justice practices

Because we are so small, there is only one teacher per grade and we often do not have time to collaborate with one another. Something that can be improved is dedicating more time for teachers across grade levels to discuss ideas and showcase student work.

Meeting the needs of our students of color

BMLK - make more programs available for students, maybe take a look at Panther Paws and see how adults in that room can have more support disciplining student, a sensory room for

breaks, clubs or activities for students during lunch recess.

WCA - School-wide incentives or announcements to make the campus feel more cohesive, clarity on next year for the staff, clubs or activities for students during lunch recess.

I think BMLK could be better if we had more of our students parents taking greater active and/or in what is happening with the school and the SMCSD members.

We have made progress, but still have a way to go, on being more responsive to the needs of our African American students.

Our school is deeply committed to closing the achievement gap. We know it's there. We are making strides. We all wish the strides were bigger. I wish more people from all of our diverse backgrounds would attend parent education night.

Increase parent participation

More on-going training and monitoring for trauma informed teaching and social justice curriculum

Our school needs to let the outside world know all the fantastic programs we have to offer. We need to focus on becoming a community school that represents all the people who live in the district. We need to attract more people to work at our schools that represent the students we serve.

supporting middle school students; enforcing policy and communication between staff; collaboration in middle school

BOTH SCHOOLS NEED

Differentiating instruction

Better definitions for the different types of Student Success Coaches and training

Mod/Severe (involves toileting and wiping and cleaning bodily fluids)

Mild/Moderate (involves working in classrooms with both general ed and sped)

Yard Duty (supervises and promotes safety and resolves conflicts when needed)

Provide more input into IEP creations for parents to know where kids are at and where they need to be going

Inclusive Conversations with all staff when changes are happening

District Wide training on inclusive education

courageous conversations training and support with racism and issues of equity

supporting ALL students with disabilities (mod/severe and mild/moderate)

Encourage parents to be understanding of those who come from disadvantage communities, these students deserve equal opportunity, and should not be excluded because of their race.

It's extremely important to hold all students accountable for the action, not just the students of color. Develop programs that will help students overcome their learning barriers and behavior concerns.

we still have work to do to meet all social emotional and academic needs to be successful and we need to make sure that ALL families feel included, teachers should contribute to STRS and have pay comparable to other schools in the county

What are the strengths of the other SMCS D school?

See above

They have more "choices" for academic and enrichment classes

Don't know

WCA - Larger and supportive population of their chartered mission

I am unaware of the daily functioning of the other school.

I'm not sure, but it's my understanding that student performance has improved. They also do an excellent job supporting families.

Responsiveness to AA community

I haven't visited, but Jennie Fung tells me that the early intervention literacy work is having good results.

Ellen Franz's steadfast leadership of an art program

their payscale

BMLK has significantly more instructional/support staff per student than WCA. Instructional methods and curriculum seem more aligned across the school. BMLK is walkable for students who live in Marin City and is close to resources like the library and rec center. David Finanne is a great leader.

Fair compensation and benefits.

Classroom/student support

The Conscious Kitchen and Garden program

Again, the teachers have the best interest of the students and work hard to provide for their needs.

The facilities are in good repair, their class sizes are tiny.

They have more money for each student and resources. The staff seems to really care about their students and relationships with them.

Nothing notable.

Strong, positive culture and climate.

I don't know.

I don't know

I do not know much about Willow Creek

To be honest, I do not know a lot about Willow Creek. It is my first year in the district and have not had a lot of time to visit or meet WC staff. I have heard through the grapevine that the academics at WC are strong and rigorous.

The community outreach program and researching strategies to meet the needs of students of color

The other school in this case would be WCA and I think their strength would be the active involvement in the school that the parents take with that campus and its student body.

.

Teacher-to-student ratio.

I'm seeing strong, proud, young leaders rise up and take action.

Wide variety of programs and exposure, strong parent presence

We only have one school, if you are referring to WC, they need to be shut down and merge with the current school BMLK.

not sure

WILLOW CREEK

Strong Unique curriculum

Collaborative Teaching Staff

Diverse student populations

Spanish

Art

Music

Sensory Room

STEAM room

LEARNING CENTER

BAYSIDE

Parent outreach

More adult support in every classroom

Response to Intervention Time

Reading Specialist

Encourage diversity and all students that they are more than capable of learning and making a difference in the world. Is creative in developing programs that help students overcome learning barriers.

Small class sizes, curriculum materials and training, community support, garden, lunch program, community services

What do you think the other school could do better?

See above

Better community support/outreach/inclusion

Don't know

WCA -

Unsure

Not sure.

Provide more strategic trauma support

Since I don't know their systems and curriculum I have no idea. However, I really don't

understand where the money goes.

I don't know enough about the daily functionings of BMLK to make an informed comment.

1. Get to know the students and their families (find out what is important to their family, what are goals for their student), respect the students and their families. Teach to their interests and abilities.

2. Project-based/hands-on learning (including field trips and school visits). Many local field trip opportunities are free with scholarship forms.

3. Use The Conscious Kitchen breakfast and lunch program to mentor and teach students who are struggling with math, reading, writing and behavior.

I used to work at MLK teaching the middle school students garden and cooking classes. I have never received so much respect from students. I respected them, I trusted them and in return they were nothing but respectful to me. I see them out and about in the community as high schoolers, and they always say hello and ask about how I am.

I think the school is doing the best it can, so I don't want to critique them. I think the school board and administration is actually who needs to do better to support ALL of the students in the district.

The other school should be able to cut administrative costs. They are admin heavy disproportionately to their small enrollment.

Advocate and understand our school and what we stand for.

Become more on board with equally educating our students.

close down

I don't know

I do not know much about Willow Creek

N/a- I do not feel like I know enough about the school to discuss improvements.

Increased academic conversation among students

The staff at WCA could do better in education of our students of color, particularly the African American students. I feel the SMCSDB board has discriminated far too many years the students of this community. Then further insults to the injuries when they go to Tamalpais School District.

Responsive classroom, especially focusing on classroom culture and proactive behavior management.

These are tricky questions. The air right now for all of us teachers feels toxic and divided. I wish we could stop dividing the children in Marin City into two distinct categories (WCA and Bayside MLK), and stop separating out the Sausalito children as well. That we could start with everyone getting on the same page about what unification means, and how to we repair the brokenness to move forward for the sake of our students. I don't know what "they" could do better - I don't know enough about how they run things so it's not my place. What I do hear is the need for parent involvement - are there parent education nights that are somehow required? Both schools could do a better job creating community and learning how to have honest conversations about the complex situation we are faced with.

n/a

Except the fact that the current management team discriminated, caused trauma , and stop all the litigation so that we may heal.

not sure

BOTH SCHOOLS NEED

Differentiating instruction

Better definitions for the different types of Student Success Coaches and training

Mod/Severe (involves toileting and wiping and cleaning bodily fluids)

Mild/Moderate (involves working in classrooms with both general ed and sped)

Yard Duty (supervises and promotes safety and resolves conflicts when needed)

Provide more input into IEP creations for parents to know where kids are at and where they need to be going

Inclusive Conversations with all staff when changes are happening

District Wide training on inclusive education

courageous conversations training and support with racism and issues of equity

supporting ALL students with disabilities (mod/severe and mild/moderate)

Appreciate and Encourage diversity. Promote positive thinking and creativity. Kindness.

Respect and Honesty. Treat all staff member with respect regardless of status.

social emotional learning, responsive classroom, consistency in curriculum across grade levels (but this is past knowledge, this may be different now)

In general, what characteristics do you believe make a high-quality K-8 school?

A high-quality K-8 school has a system for addressing students academic, behavioral, and social emotional needs. Interventions for all, some, and few students are implemented with fidelity and effectiveness is measured using data

is strength-based, builds community, does not exhaust teachers and students but supports health and wellbeing school-wide, prioritizes teaching how to think over content, disrupts harmful cultural norms, helps students see themselves as more than "good" or "bad" students, fosters an internal locus of control in students, develops self-awareness, divergent thinking, self-regulation, empathy, ecological awareness, promotes compassionate action starting at local level, is a pleasant place to be, full of curiosity, joy, hope, and both pride and humility.

Culture of kindness and inclusion, high quality academic expectations, family involvement/(purpose), community service projects, educational, mindfulness and fun field trips. Culturally competent staff and administrators , supportive administrators, safe work Environment .

Leadership - professionalism - staff unity

Blended opportunities for active discovery and curiosity, innovative curriculum and

instruction, thematic instruction, cooperative learning, curriculum related to students experience in a respectful and culturally relevant manner

Collaboration, communication and commitment to the well being of each student

Excellent, compassionate school leadership; highly qualified, dedicated teachers; high level of family engagement; resources available for both families and students; music and arts programming for all students; restorative justice; responsive classroom; outstanding on-site coaching and professional development for teachers and support staff; strong presence of volunteers; leadership opportunities for students; community service requirement for middle school students; athletic teams; gym.

See my answer to strengths of WCA, plus middle school stricter expectations

staff retention/slow turn over

involved families - a strong sense of community with various common goals

room for more than one non professional leadership group at the school (pta, diversity group, special ed cohort)

sufficient resources to meet academic standards

sufficient resources to provide students with everything they need to meet those standards

Sufficient staffing to teach the students how to use all the resources to meet those standards

Flexibility

transparency when appropriate, tact when needed

a staff that resembles the students

a good school provides opportunity for all students to have capital - whether its academic, performative, social, athletic. Everyone counts.

vertical alignment of curriculum

thoughtful curriculum

Cohesion in curriculum and behavioral expectations/management K-8. Sufficiently staffed and highly trained special education providers. Art, music, foreign language, PE. Significant, dedicated teacher prep time, daily. Staffing that aspires to match the demographics of the community served. Daily intervention instruction provided by a specialist for struggling learners. Strong leadership that compassionately leads with students' best interest at the forefront. Generous teacher compensation. Transitional Kindergarten. Access to sports and other extracurricular activities. Structured, well-supervised recess. Racially and socioeconomically diverse student population.

1. Admin, teachers and support staff who know, respect and care about the community they work in
2. Family involvement and communication
3. A Responsive Classroom type program to create an inviting, safe and engaging classroom for students and families.
4. Healthy breakfast and lunch program
5. Family/Community/Staff events with food

Strong curriculum, happy and supported teachers, happy and supported students.

Fully credentialed teachers, restorative practices, small class sizes, parent involvement

Teamwork amongst staff, admin that is approachable and works just as hard for their staff as they do for their students, a variety of specials (art, theatre, music, PE, library, world

language), technology education, specialists on staff such as literacy and math, well paid teachers that are a mixed of veterans and new teachers, PD opportunities, student-centered, student support specialists, empowered and involved faculty, classroom budgets, transparency, and parent involvement.
consistency.

Teachers/staff who are invested in learning and continuing to improve their practice; teachers/staff who are able to differentiate lessons and behavioral strategies based on the needs of the students; teachers/staff who know that equality is everyone getting what they need, rather than one size fits all. An Administration that sets and maintains clear professional standards for themselves and staff, and supports staff grow and development.

Clear expectations. Valid diagnosis of student needs. Solid teaching practices. Relationships based on respect.

Positive based behavior systems, engaging curriculum and teachers, data driven instruction, teachers who know the subjects they teach and teach them well, collective assessments, effective differentiation, and collaborative.

transparency; direct communication; shared values among staff of social justice, restorative disciplinary practices, and positive behavior support

Committed teachers and staff, strong academics, equally strong SE curriculum, parent engagement, access to engaging curriculum for students, access to mental health/special ed services, clear systems and structures for both students and staff.

Teachers engaged in ongoing and collaborative professional development and growth, high levels of differentiation and academic conversation, small group instruction, intervention support, teacher prep time and common planning, strong leadership, focus on social-emotional learning, restorative justice, art, music, & pe.

Teachers who have clarity, support, and respect will drive the success of a school. Not only that, but student success coaches / specialists need to have their work distributed equally and also be shown the upmost respect for the jobs they perform - or feedback when needed.

Parents and Teachers, a school board who value the students in this community equally and equitably

High expectations for teaching staff, collaborative culture of educators, a facilitative, rather than prescriptive, approach to administration.

The Arts. Programs that build character and teach community responsibility. Field trips. A holistic approach that inspires joy and curiosity, not learning by rote. Project base learning, responsive classroom, and restorative justice are all programs that move us in the right direction. Quality food. Strong sports and extracurricular opportunities.

Inclusive learning environment, exposure to culture, emphasis on the love for reading commitment from community and staff, on-going strong leadership, SEL, PBIS,

The characteristics that I believe make a high-quality K-8 school is a school that has people who lead plus have a high level of integrity. They must put students first, lead by progressive example, and exhilarate their staff with even nondiscriminatory direction. If this happens the rest will fall into place.

collaboration, student engagement, safe environment social and emotional learning, strong foundational skill and knowledge, outdoor education, art, music, vocational development

Collaboration

Credentialed Teachers

Culturally Responsive Teaching

Inclusive Mindset

Sensory Regulation Rooms

Art, Music, Dance, Poetry Creative Learning

STEAM/STEM rooms to work on innovative ideas

Computer Labs

Libraries full of amazing diverse books

Mindful time for students to be in touch with themselves and regulate themselves in a positive manner

My five attributes are Leadership, set high expectations, ongoing evaluations, goals and directions.

high expectations; flexible, caring, and knowledgeable teachers who want to keep growing as professionals, know how to make learning work for all students and create a feeling of inclusiveness and excitement about learning in the classroom; students who make academic growth every year and reach or exceed grade level standards, students who have the opportunity to use their strengths to shine, help them feel welcome and excited about coming to school; teachers feel supported by coaches/administration/student support and instructional specialists, staff who feel financially secure (STRS, cost-of-living pay and benefits)

What professional development have you found most helpful?

Professional development related to my role (e.g., legal panels for school psychologists, specific assessment and intervention strategies)

seneca's trauma PDs

N/A

RW and WW which is the only PD I've received at bmlk

I've found value in all of the professional development opportunities that I've participated in. Amber's trainings from Seneca.

Grade level meetings and in-class coaching facilitated by math and literacy specialists; No Such Thing as a Bad Kid; Cornelius Minor: We Got This

National Board with principal support, academic conversations, and I think courageous conversations will be

Equity related, social emotional learning, support with in-depth workshops like the MCOE seminars that happen outside of school hours, alot depends on the make of my class from year to year, GLAD, PD that I do with others from my school or grade level, mostly when it is something I am interested in, it is helpful.

Responsive Classroom training, TCRWP week-long writing workshop training, trauma-informed practices training
PD's that have to do with programs we are currently using (with our own grade levels/families) or current events, such as Responsive Classroom, Courageous Conversations, Investigations/Pearson, Reading and Writing Workshops, Community Organizations.

In order to be successful in teaching CA state standards, Literacy and Math, and integrating History and Science, we need to stay up to date with what other schools are doing and what our community needs.

We do a lot of teacher-led professional development, which I have always found to be the most helpful. It is powerful to learn from your colleagues, as you know they are in the trenches with you, know the community, and know the needs of the school.

PBL 101

Responsive Classroom, Be GLAD, and Social Emotional PD's.

Social Thinking Conferences; PD's specifically related to my role
Writers workshop. Working with Denise McDowell my math coach.

PD that is directly connected to student learning or social emotional health. I especially appreciate the Readers and Writers Workshop trainings.

I like the idea of Courageous Conversations, but have not yet felt like any one PD centered on that topic has been fruitful.

CINDY AND TARA!!!! Momentum in Teaching has given me so many tools to teach both Readers and Writers Workshop. I never felt comfortable teaching the Lucy curriculum until I attended their trainings. Fingers crossed they continue to come back!

Courageous Conversations and Academic Conversation (Jeff Zwiers)

I cannot recall a professional development that has been impactful in recent years.

The Courageous Conversations.

Responsive classroom, responsive classroom, responsive classroom!!!

responsive classroom

A healing course, in lieu of our courageous conversation proved beneficial

The professional development that has sparked interest and assisted me in the past has been anything that helps my teaching practices become best practices. This can be student behavior, academic practices, and community involvement that improve dialog with the community we serve.

Informal Responsive Classroom training

No Such Thing as a Bad Kid

Learning Ally

Sunday Reading Program

AAERA

Cal Tash Inclusion Conference

Cultural Responsive Classrooms

Inclusive Education Classrooms

Touching base with my superintendent and supervisor.

Attending Reading Workshop and Leadership Training at Teachers College, training on working with students with trauma, trainings at MCOE around race and inclusiveness

What type of professional development would be most useful now or in the near future?

Professional development related to my role

cultural humility, power dynamics in multiracial environments

School wide inclusion curriculum for the students.

Math

Continued support from Amber, maybe she could attend classes during the day and provide practical support.

On-going work with Courageous Conversations; Trauma-informed PD; Responsive Classroom

Not sure

right now, more classes for me to learn the academics of what I am teaching. Maybe I need to go back to 5th grade to do this right!

More trauma-informed practices training, inclusion training for general education teachers who have special needs students in their class, training in Units of Study in Reading, Writing, and Phonics provided by TCRWP

Observing each other while we work. Observations of our work by the Head of School is not as valuable as input from our colleagues/someone who is an expert in a current program and has current experience working with students/behaviors/needs.

I think if we truly are looking at unifying, it is important to begin deciding on curriculum and discipline systems and make sure the staff at both schools receive the training necessary to implement them.

Technology in the classroom, Bully proofing, arts integration, how to involve movement in teaching and more Responsive classroom.

Continued professional development related to my role.

More training on how to build positive relationships with students and understanding trauma.

Cross cultural communications

Big Ideas Math PD. Breaking down the math curriculum and sharing best practices. Similar to what was done with Cindy and Tara .

More on courageous conversations and academic conversation (Jeff Zwiers)

Classroom management

Continuing courageous conversations.

I am a music teacher - anything music or Orff Schulwerk based. I haven't been able to go to a conference this year due to budget cuts.

Linking in with a young professional network

on-going work on race, trauma informed strategies, SEL, social justice curriculum

Any professional development training that uplifts our English language learners, response to intervention and special education.

middle school age specific training- social/emotional/ relationship building/ class management

No Such Thing as a Bad Kid

Learning Ally

Sunday Reading Program

AAERA

Cal Tash Inclusion Conference

Cultural Responsive Classrooms

Inclusive Education Classrooms

PBIS

Restorative Justice

Equal opportunity and special education training for teachers.

I'm looking forward to Courageous Classrooms training and would like more training on student engagement and differentiation strategies in ELA specifically

Is there anything that would make your job better? If so, what?

Special education personnel issues, which can be generally described as poor implementation of special education legal procedures

more time on campus! ;-)

I enjoy my job, I believe I am supported by staff and the administration. Higher pay

To not have anymore 'pd' that has to do with race... I feel closer to staff when we are working together to improve student achievement and that is torn apart after each 'uncomfortable convo' session

Additional classroom support to better meet the unique learning needs of the students.

A guarantee that WCA will have enough funding to provide the same high quality level of education next year

Being financially compensated like my neighboring schools compensate peer teachers, a pension

Salary and benefits increase

More high-quality support for my special needs students. Better compensation. Restoration of classroom budgets. Training for colleagues in curriculum that we're expected to use (e.g. Units of Study in Reading, Writing, and Phonics) so that they actually use it, and my students come to my class prepared to continue in and build on those methods of instruction/learning. More high-quality behavioral support K-2. Having an assistant teacher in each first grade classroom (like Kindergarten) as opposed to sharing one. Adopting a social-emotional learning curriculum school-wide in addition to Responsive Classroom, as RC is not really an SEL curriculum.

More time to work with colleagues (outside of common prep times which are not really valuable times), observations of colleagues instead of Head of School observing us.

Administration listening to the staff and not micro-managing.

A fully funded school is crucial.

More time to analyze student data and prep. There is never enough time to get everything done that you want to in order to do your best job. The more resources the better - specialists, aides, interventions specialists. These people are invaluable and I love my school because of these people. My job would be a lot harder without them!

Increased capacity for special education staff to write and implement legally compliant IEPs.

Double the \$ and half the students.

I don't know

More curriculum and SE based PD.

Funding for stipends to participate in unification work (I need childcare to do so), CALStrs, more common teacher prep time, more PD focused on meeting the needs of students of color

I would like clarity about next year!

Value my educational experiences in this public school. Teacher's Certification doesn't always mean someone can teach.

Less drama at the board level, more transparency about where all our money is going.

Yes. As an educator who has been at WCA for 8 years, I would love for those in charge to see beyond the rhetoric and understand that WCA was not founded for the "rich white kids."

Marin City children have always had roots and ownership in this community. I teach here because I find the diversity compelling, challenging, important.

My understanding is that 3.2 million dollars of discretionary money - much of it coming from Sausalito taxpayers - is currently being withheld/ negotiated. I am angry that WCA kids suddenly are not seen as being in district, yet the truth is we have 80% of the students and 2/3 of Marin City children.

Being on the front lines as a teacher this year has been stressful. Wanting to instill joy and inspire learning for our students while watching our community get ripped to shreds in the media is tough. Now, as a creative arts specialist, hearing that my job is at risk makes it all the

worse.

My understanding also is that WCA was started because there was major funding coming into this district, yet the test scores were abominable. WCA started as a sincere effort to try to combat that, for all kids. We've spent 18 years attempting to desegregate a very complicated district.

I want all of our children to be supported and successful. If there are ways the existence of WCA (WCA directly, not the school board) has harmed Bayside MLK, I am all for listening and providing concrete restorative justice. But the inaccurate vitriol about my school makes my job incredibly challenging at times, and I know I am not the only teacher who feels this way. Enough politics - I just want to do my job and serve these students.
n/a

Many of our staff live outside the community therefore having support around commuting, flex time, and having time to collaborate with our colleagues would help us do a better job. time for team collaboration and curriculum planning

Two or more adults for every classroom

Job descriptions for every position

Trainings to include ALL Success Coaches

Yes, respect from the Willow Creek Staff. Kindness. A mix of new and veteran teachers.

Mentoring program. Faculty is empowered and involved in diversity. Communicate in honesty and frequent.

I'd like to have the support of the community, continual professional development, time and support to improve our work with all students, particularly those at-risk. I'd like to contribute to STRS

What about school unification excites you most?

The opportunity for a collectively talented staff to work together

How we might grow and learn from one another, sharing resources.

That their will be no more them and us but our children our community

Not sure

Nothing

Any opportunities to improve the school experience for the children is essential. Improving the school experience will improve the experience for the families which should help to improve the experience for the entire community.

Equal access and opportunity for ALL of the children of Sausalito and Marin City, and

hopefully an end to all of the fighting and nonsense.

Being paid more

consolidation of services will leads to efficiencies and maximize available funding

closing a rough racist chapter, or at least beginning to think about writing an epilogue, in Marin's history

more kids!

Ending segregation in our district.

1. We all live in the same community, we should all be at the same school.

2. Pooling the resources to strengthen all of our programs.

3. Growing our team. We all have something to bring to the table. Let's work together!

Ending the us-vs-them that has been such a problem for this district.

I am most excited about the possibility of meeting the needs of every student in the district.

Having our community finally working towards a common goal TOGETHER. More diversity and inclusiveness. Resources being used well and fairly.

Our children being equally educated.

That tension could be reduced between the two schools, increased fiscal security for both schools

Multiple classes at grade level. Would be nice to collaborate.

More students to get to know and enjoy.

A chance to learn about effective systems and strategies that can be applied to all students.

The opportunity to have all kids from the community learning and playing together.

Sharing the wealth of resources available in the SMCS D to meet the needs of ALL students and increasing diversity even more at WCA

The opportunity for more classes per grade level (BMLK), and for more teacher collaboration in the grade levels (both campuses). I am also ready for all the competition and pettiness between the schools to end.

Nothing, eliminate the WCA charter school so there is only one public school that reflects the true heritage of this small community with a city in its name.

Creating a school culture that can benefit our whole community, including opportunities for social justice, project-based learning, and community mentors.

The opportunity for all of these children to become one community - if the adults create the "right" container - is incredibly exciting.

The idea that the kids will have a larger pool of students to pull from

Educational equity for the Marin City kids that attend WCA

Restorative justice, reuniting a community that has been traumatized to help the process of healing.

more administrative and academic support staff for middle school

Having the money and resources to provide for EVERYONE and meet the academic and behavioral and psychological and cultural needs

The possibility of everyone understanding how to work with a diverse group of stakeholders and how to interact with students of color with labeling them.

energy focused on educating and engaging all our students rather than on hurting most of

the district's students by cutting funding. I'm looking forward to merging the schools and providing the best resources, strategies and support for staff, families and students. I'm excited that it's finally going to happen!

If you have concerns about school unification, what are they and how might they be addressed?

My main concerns are logistical (e.g., will all staff be retained, how will campuses be used, what will programming consist of)

With tension already high around race, how will we develop ourselves to hold this tension during reunification?

That the powers to be that made this divide will bailout and not be apart of the process we have to go through to mend

How will this affect staffing and relations with the bargaining units, in particular, the merging of staff vs. non-represented staff? With a community of support behind that charter, there is belief that bargaining units have contributed to the financial demise of the district due to the allegedly high salaries on agreements between the district and bargaining units.

We have segregated schools which is truly unbelievable for our apparent open minded communities in Marin. There will be animosity from families, who will be resentful that this unification is occurring. If the white families wanted their kids to integrate then we would not have this problem. We need to determine the families from Willow Creek who are absolutely supportive of the unification and ask them to be leaders in the joint effort to gather support from the Willow Creek community. Any forced change will be difficult to accept.

I hope that this is ultimately a true representation of the best of both schools. This survey is a good start. I believe the process should be led by someone impartial, not by the Superintendent.

With specific plans on an intentional integration, maintenance of PBL and teacher autonomy
Will we be a union school or a non-union school?

Will things get more paperworky and red tapey not being a charter?

can a school exist which meets the needs of diverse students with the resources we have without killing the teachers?

I am concerned that we are going to lose families who have bought houses in the community because of Willow Creek. Their concerns need to be addressed in community if you want them to stay in the district.

More transparency is needed from district leadership around timelines, and teachers from both school sites need to be actively included in every decision regarding the "nuts and bolts" of unification. Additionally, what will happen to WCA between now and unification if our budget continues to shrink? I don't think the district is realizing that "white flight" is already happening, and we may end up with yet another segregated school.

Families leaving the district because they think that unification will bring now the quality of the school. That is an actual quote. I angry typed that.

The unification process thus far has been very scattered and not well thought out. If this is how the process goes, how successfully will the actual combining of the schools be?

The discourse tends to be more about WCA being starved into non-existence rather than actual unification.

I am hopeful that when problems arise that they will be smoothed over since we will all be working together to make things their best.

Uncertain about how we will be treated by some disgruntled parents.

I am concerned about keeping my same job or similar job and how that might change with administration changes, locations, or combining with others from WCA who do similar jobs. I'd like to be involved in the discussions of how to continue the work we are already doing at BMLK. I do not want to be a part of a charter school so I have concerns about the debate about charter vs. public. We need to be under one umbrella and all be supporting the same team.

I am curious about how the schools will unify and make everyone feel welcome.

WCA being defunded in order to make it happen. Right now there is one desegregated school in the district (WCA), but that won't be the case if it continues to be defunded beyond recognition. Families with means will send their kids elsewhere if this nonsense continues. I have concerns about Sausalito parents leave the district altogether as a result of unification. A concerning though I've had is that a by product of this unification is that would push parents who just DO NOT WANT TO INTEGRATE will create another charter school and make this an issue all over again.

Lack of transparency and a clear path forward. It feels like decisions are being made without reasoning, and that I cannot clearly see what the next two years will look like. We need those in charge of unification to clearly state what the next few years will look like, and how both school communities can be supported throughout the transition.

I started off the school year so excited about unification - it has been an extremely difficult year. There is considerable anger being spat at WCA that if it should be placed anywhere should be placed at the school board.

I don't hear/ see a majority of people coming together with kindness in their hearts and a desire to serve these children - ALL children.

How roles and job duties will be dispersed among everyone who works in the district.

Hopefully that is a smooth transition

Can we move faster?

My concern is that all this work will be done in vain, that the people in power will eventually get what they want. Move the brown and black folks out of Marin.

merging of teachers and school, conflicting attitudes or lack of willingness to work together
MONEY

How do we keep the academic integrity and rigor at both school sites?

How do we heal the pain from the past that is preventing many from moving on to what is right for the present and the future.

I'm concerned about losing the school climate, culture, campus, students and staff at WCA. I'm worried about losing the curriculum flexibility and support services. I'm concerned that staff will leave. I'm very concerned about WCA's approach to education and mission will change considerably. The focus should be on merging schools with the smallest amount of change to either school (and keeping the best practices of both!). The idea of creating a completely different type of school (art, technology, bilingual) should not be the focus at this time. The idea of a bilingual school concerns me. It's not what all of our students need. They need consistency and connectivity to school, curriculum and the community.

What suggestions do you have that would help unify the schools and communities?

Increased transparency re: logistical concerns

Ongoing, well-facilitated council and awareness practices. Bringing people together will take time. We'll need to develop understanding and learn new ways of relating and communicating. This is not a skill set that can be easily acquired, but will take international, continuous, gentle effort and support.

More opportunities to join together, students, staff, parents/families and community partners

To help the charter school advocates understand how they are essentially flexing their white privilege and how they believe it was okay

See above.

More opportunities for communities to come together in more social ways (not just town halls).

Using the WCA campus for K-5, and Bayside Mlk for middle school, and I don't really know what is specifically necessary

What we need to do is accept the fact that WCA is a good school, and that many people like it. Support the school fully, and parents will feel good about unifying, don't support the school, and parents won't trust you. Explain where all the millions of dollars go.

Organize and fund grade level interactions, work with parents from both communities to participate

There should be an elected board of unification leaders who drive the process, comprised PREDOMINANTLY by teachers, staff, and parents. It feels like decisions are being made by people who spend very little time in classrooms and with our children, at least those at WCA.

I've only seen a board member in my classroom once. Additionally, decisions about curriculum need to be made by people who have implemented curriculum, e.g. teachers. The Conscious Kitchen community meals. Use food to unite. For the most part, the staff at both schools are pro-unification even if the community isn't. I think it's important to use the staff to get the buy-in of the community. Everyone involved needs to drop their resentment about anything that has happened to date and move forward actually in unison. Open communication and reassurance that we are working for the same common goal.

I think it's important that we inform the community and the WCA community the wonderful progress we are making and really help the teachers at WCA understand our school and the work that we are doing to support our students. When we met with the teachers before they really appeared to have no understanding of our school and even what happened over the past several years.

Providing space for families and staff to get to know one another.

Full transparency and equal funding of both schools

Definitely a suggestion is to recruit teacher and parents to voice their concerns and suggestions on how to keep this THE local district with no other schools.

Lose the charter school status, create more involvement with people in Marin City. Signify that the public school is by the bay i.e. Bayside and the history of Marin City is reflective in this small community since 1942. There are no willow trees in this area!!!

Communication, communication, communication. To get everyone on board, the path forward needs to be clearly communicated.

1 - meetings where we air out our grievances, then meetings devoted to reconciliation, then meetings to move forward. Opportunities to connect in small groups and one on one. Opportunities for both parties to educate the other on the strengths/ weaknesses of their school and how we can benefit each other.

2-enough funding for WCA so that it can maintain its programs and identity while we create a new identity

3-honesty and transparency during this process

4-reiteration of the goal that we ultimately want to come together in unity

The staffs should definitely have opportunities to meet with one another before hand and hash out any thoughts or ideas for the future.

Keep the dialogue going! Make sure that we don't become a Mill Valley school! Become a positive model for the rest of the nation that we are truly a community school.

team building and social events and joint and collaborative training, visiting each others schools, increased communication between schools and staff

Community building

Trustworthy conversations

providing resources

I would suggest a big staff meeting with the two schools. I would also suggest Sped teachers meet with general ed teachers to give them feedback and tools on how to best support sped students in an inclusive setting.

Listen to parent, student and staff voices and use what's working and what's loved to guide the unification. Merge the schools first and then determine if and when to add something new.

What ideas do you have for how BMLK and WCA teachers and staff can work together and get to know each other better?

If we do more events together, make sure all staff know the importance of attending, arriving on time, and participating. For example, no MLK middle school teachers came to the fall meeting, which conveys they aren't interested in collaborating with the WC middle school teachers (even though I'm sure that wasn't their intention whatsoever)

Same as above. Ongoing, well-facilitated council and awareness practices.

Social gatherings, learning together, joint staff meetings

It's only important once we start working together. Anything before seems forced to me.

To engage with district bargaining unit member leadership before attempting to forge this relationship, to alleviate any preconceived perceptions about the unions staying vs. going away.

There was already one shared staff social/PD in the beginning of the year. We should do more of those since both schools have early release on Wednesdays. It would also be wonderful to facilitate teacher visits to each other's schools.

Observe each other teach, plan and implement identical units at each school

I thought the event at the cruising club was great. more like that-maybe after school lets out this summer and maybe pay everyone

involve them in curriculum choice in grade level teams and pay everyone

have sub-swap days (?) I teach your 5th grade class, you teach mine... then we debrief and pay everyone

Collaborative PD meetings. Swapping classrooms for a day. Spending more time at each other's school sites.

Regular PD's, team building events and meetings together - with food. Feed us, and we will come.

We are already working together to go on field trips with 2nd grade at BMLK.

We need more cross-training, joint staff meetings and joint events.

Combined professional development

Making get togethers more playful and coming up with games so that our interactions are friendly. Doing professional developments together. Making decisions together as a whole.

Perhaps they could tour our school, ideally during school hours and learn about all that we are doing.

Team building activities in neutral environment.

Shared district-funded PD (last summer's Courageous Conversations should have been open to both schools), staff socials/holiday parties, joint field trips

Joint teacher staff meetings at least once a month.

Personally, I already know about them and I suspect I will have to develop another kind of attitude to successfully work with most of that staff. I have a bias that many of them think they were hired to "the better school". So, "unification" should be emphasis with "public" the main focus.

Classroom visits!

My instinct is to say PD's together, social events, sitting in each other's classrooms. I know we have restorative justice, responsive classroom, project based learning - if Bayside MLK doesn't have this, we'd love to share. And I'd love to know what programs and systems they use that they feel great about.

Specifically, at the last board meeting I went to, someone was talking about starting a radio program - I would LOVE to come over and learn about that!

The narrative out there right now is incredibly hostile and blaming of WCA - that negativity bleeds into conversations between teachers between schools. If from the top down the focus was on how to move forward and best serve our children, that would be great. If we were not pitted against each other, there would be more room to share ideas. Trust and healing would be the primary motivation, not defensiveness and fear. But teachers have no idea what they can count on, if anything, during this process. Do we all get to keep our jobs?

I also want to know as an employee that I can answer this survey honestly without fear of retaliation. I would love to be a part of truly unifying this community and teaching all children.

Mixers, something that has less to do with work and more to do with bridging personalities

Again, meet together and start a dialogue about unionizing WCA so that everyone is one an even playing field. Defined pension plan with equity in pay and benefits, no hidden secrets.

same as previous question

share events

share fieldtrips

share lessons

swap classes

share teaching and planning

work collaboratively

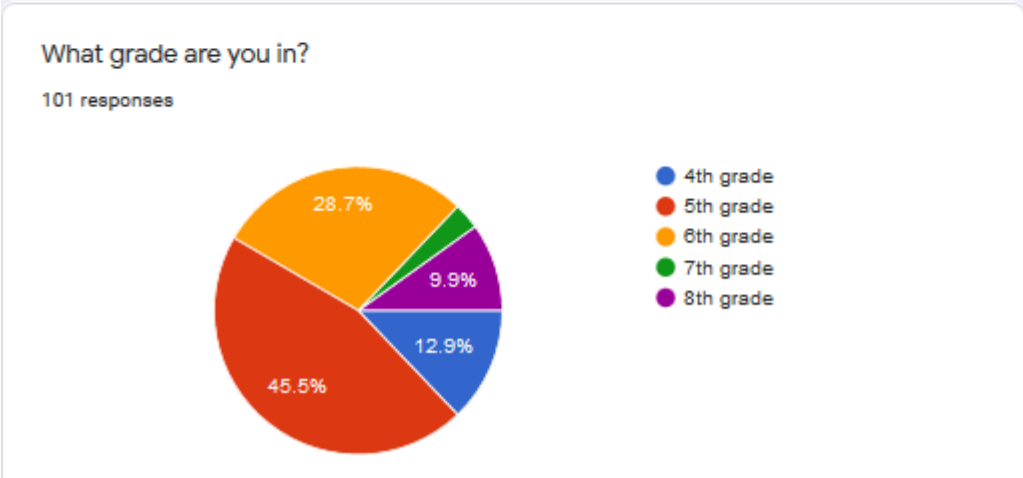
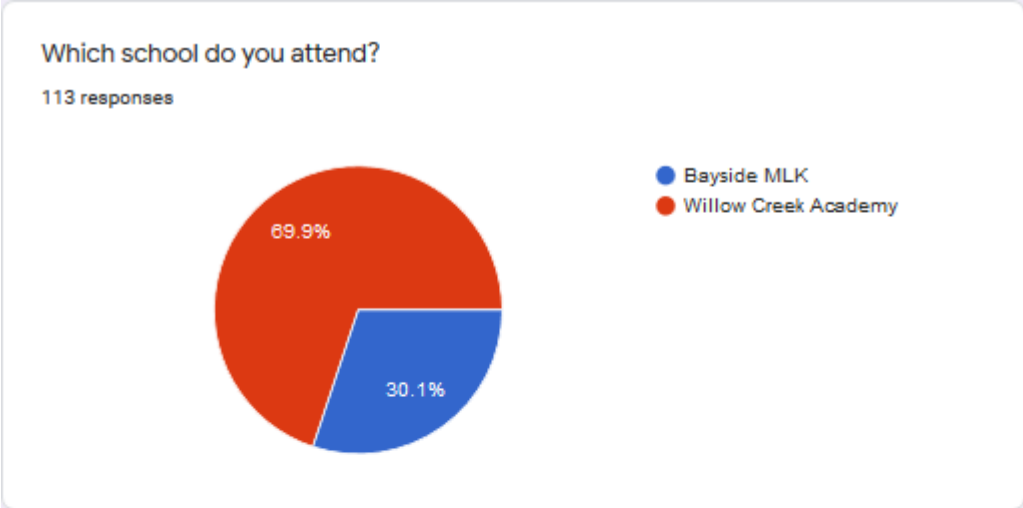
BE ONE TEAM AND ONE BODY WORKING FOR ALL UNDER ONE COMMON STRUCTURE THAT WE ALL AGREE TOO

Needs more diversity and held accountable for their actions.

Teachers and staff need to start coordinating curriculum and participate in trainings together

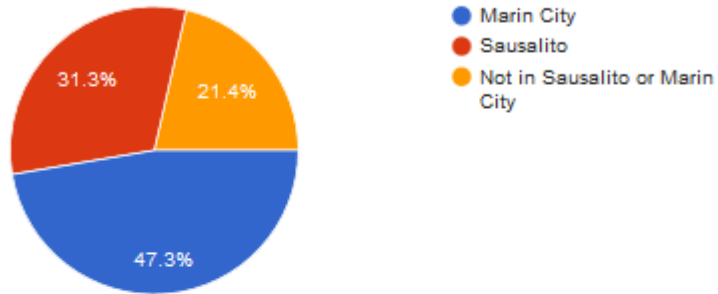
(especially social-emotional, student engagement etc.) as soon as possible. This is essential.

BMLK & WCA : Student Survey



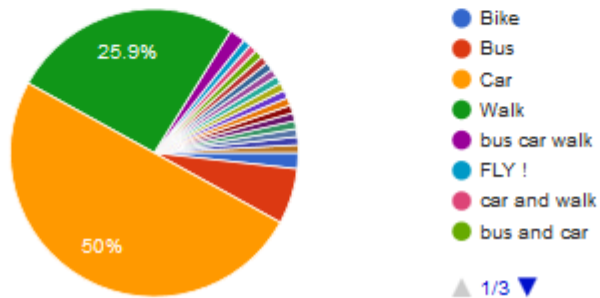
Where do you live?

112 responses



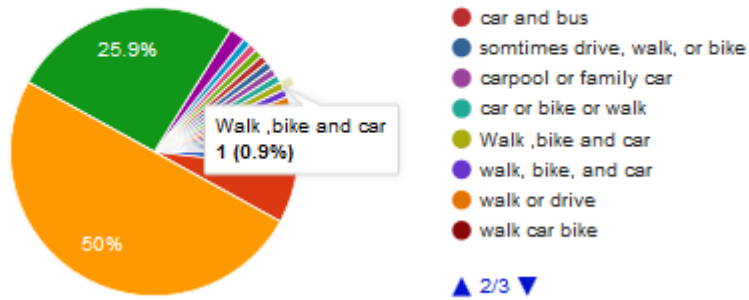
How do you get to school?

112 responses



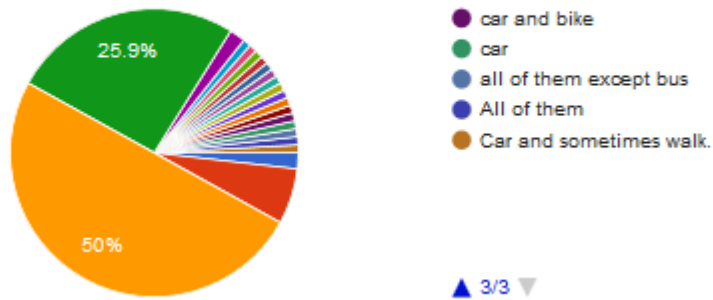
How do you get to school?

112 responses



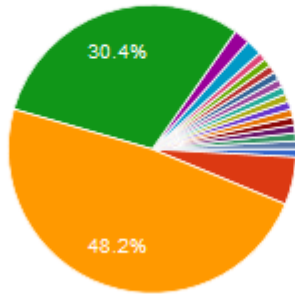
How do you get to school?

112 responses



How do you get home from school?

112 responses

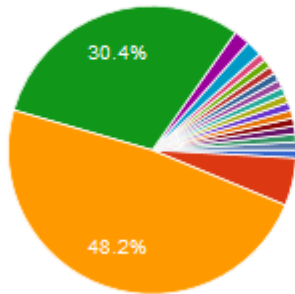


- Bike
- Bus
- Car
- Walk
- car and walk
- bus car walk
- Sometimes I bike, sometim...
- carpool or family car

▲ 1/3 ▼

How do you get home from school?

112 responses

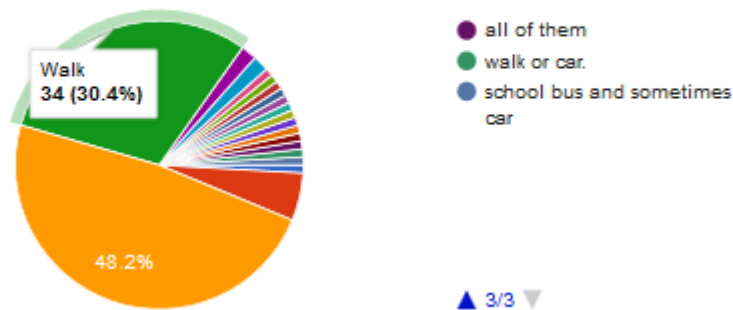


- car or bike or walk
- Walk, car and bike
- bike, car, and walk
- I ether walk or car
- walk or drive
- car and sometimes walking
- bus and car
- all of them except bus.

▲ 2/3 ▼

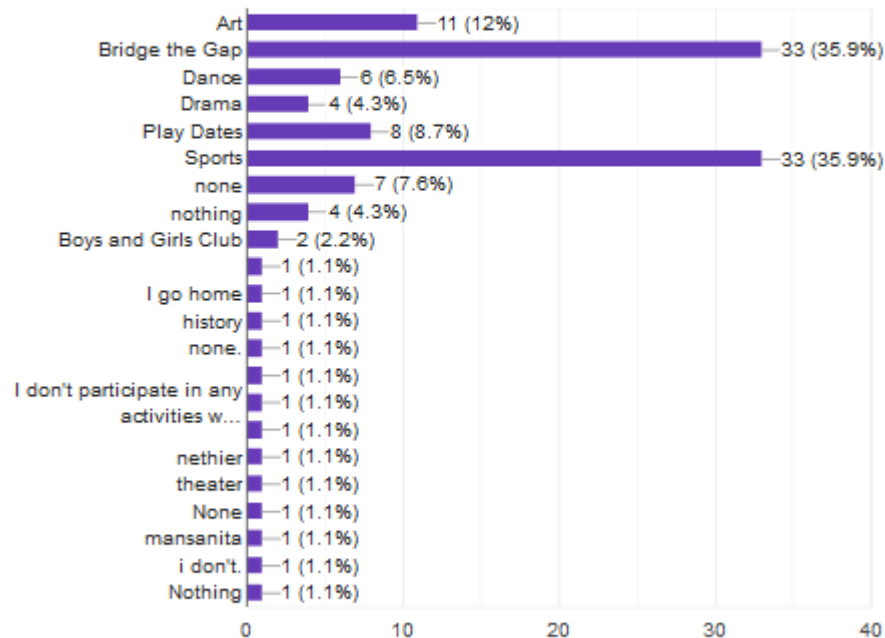
How do you get home from school?

112 responses



Which of the following activities do you currently participate in with students from the other school (BMLK or WCA)?

92 responses



What do you learn at school that you like the most? (95 responses)

Math

I like learning math at school because that is a subject that I understand the most.

Math

Math

I like the science class .

Math

Math

History

Music

Math

How to do art

P.E

history

Math

math and reading

math and art

math

MATH AND READING

I like math

art and math

Math

math

math

history with my teacher and my friends

history

math

sports

english

history

Science

science

art

math

The thing I like the most is science/math

Science

I like to mostly learn about history

social studies

I love the math and art. The Spanish is hard, but Ms. Bilinda (Spanish teacher) explains it well.

In school, I like doing projects with other people in the class.

social studies (history)

I like math class

ela

pe

Math

I like the science project we are doing.

science

I like the science project we are doing.

I like the science projects

Science or History

math

i learn at bayside that i really like is art.

ELA

humanities

PE

math

Reading

ELA

math

Science

I like to learn Reading the most in school.

Math and P.E

I learn about science and the water cycle.

i love when we learn science because everything is always interesting

keeping pets

art

the water cycle in science

math

voicover

reading

art

Math and P.E

I like to learn math.

I love science the most.

Music

music

i like to be in a fun community were we listen to music and do arts and crafts.

I like reading because I love to read.

Math and PE

s.s and geography

art

pets

science

art

math and science

math

art

math, science

I really like the community.

i like art and music

Probaly what we learn in art is my favorite thing to learn.

math and writing.

READING AND SCIENCE AND.....

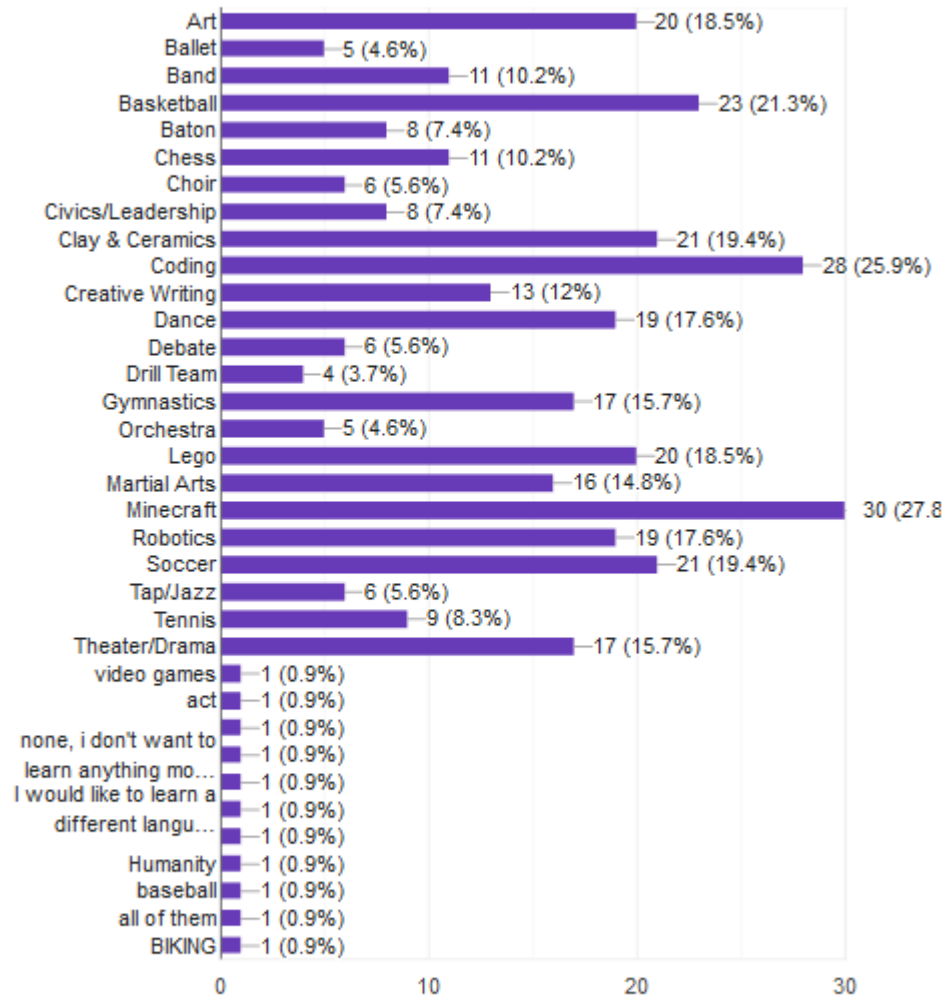
history

Math.

MATH READING SCIENCE

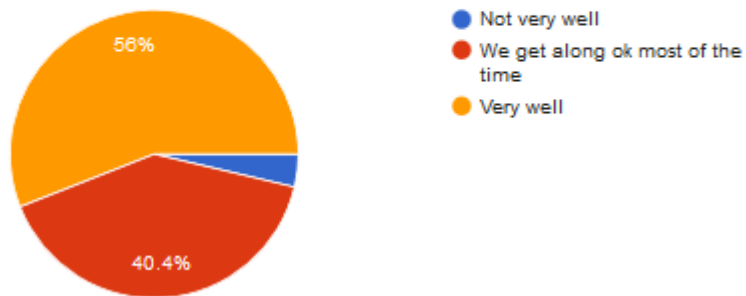
Other than math, history, science and language, what do you wish you could learn at school?

108 responses



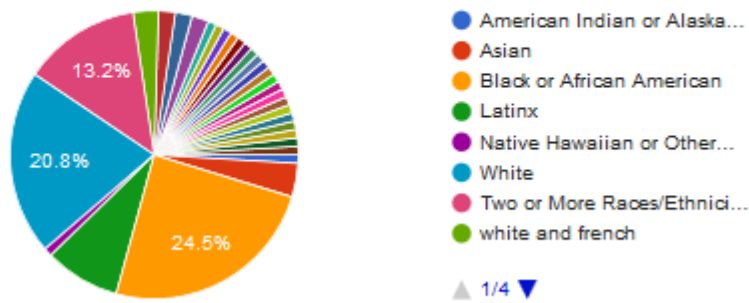
How well do you and other students at your school get along with each other?

109 responses



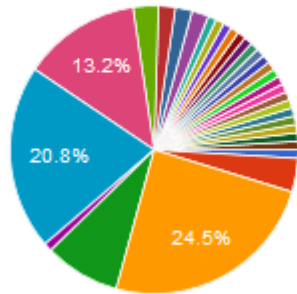
What is your race/ethnicity?

106 responses



What is your race/ethnicity?

106 responses

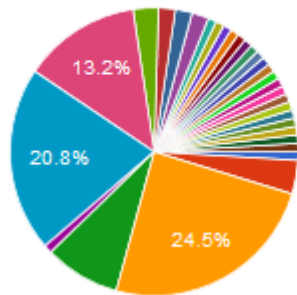


- pakistani
- Belgium
- american and asian
- hispanic
- jewish
- Indian
- black and mexican
- ataleein

▲ 2/4 ▼

What is your race/ethnicity?

106 responses

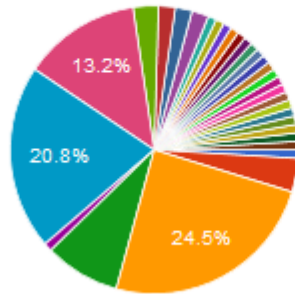


- mexican
- white, philipino and mexi...
- Amercian indain
- American
- white and philipino
- white and hispanix
- mexican and american
- Pakistan

▲ 3/4 ▼

What is your race/ethnicity?

106 responses



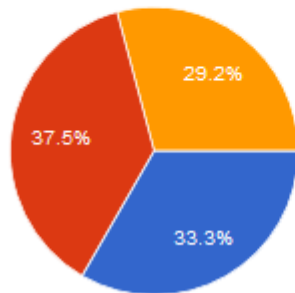
- North African Algerian
- Mexican and American
- black white mexican
- every kind of race
- Pakistani
- Mexican and Italian and american
- WHITE AND ALGERIAN

▲ 4/4 ▼

Middle School Students

How important is it to you that you have lockers?

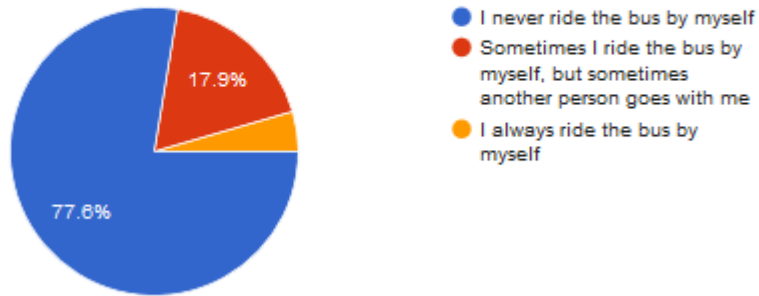
72 responses



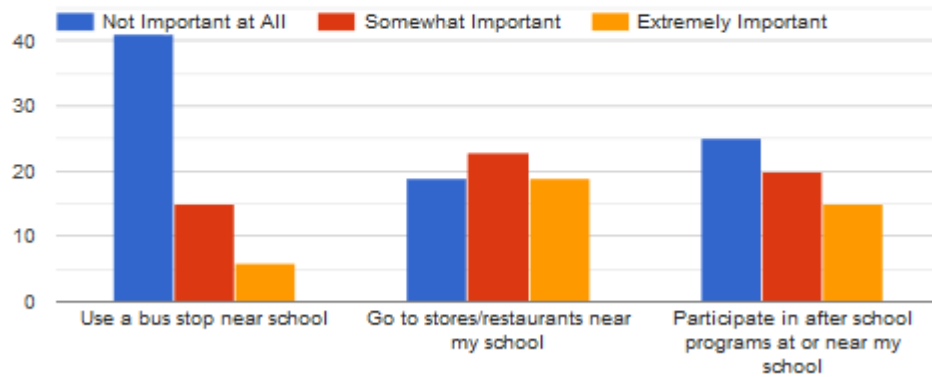
- Not Important At All: I Don't Need a Locker
- Somewhat Important: I'd Like to Have a Locker
- Extremely Important: I Must Have a Locker

How often do you ride the bus by yourself?

67 responses



How important is it to you to be able to do these things on your own after school?



BMLK & WCA Unification: Student Survey

By Race/Ethnicity & School Attending

113 students responded to the survey

The survey, like the schools, shows greater racial/ethnic diversity at WCA than BMLK.

Table 1: Students by Race/Ethnicity and School				
	BMLK		WCA	
Am In or AI Na			2	3%
Asian	1	3%	3	4%
Black	20	59%	6	8%
Hisp or Latinx	5	15%	6	8%
Na Hi or PI			1	1%
Other	6	18%	20	26%
Two or More			14	18%
White	2	6%	20	26%
(blank)			6	8%
Grand Total	34	100%	78	100%

The majority of students attending BMLK live in Marin City. Students attending WCA are more geographically diverse.

Table 2: Where Students Live by School				
	BMLK		WCA	
Marin City	28	85%	25	32%
Not in Sausalito or Marin City	4	12%	20	25%
Sausalito	1	3%	34	43%
Grand Total	33	100%	79	100%

Like the general population, the majority of students who live in Marin City are POC. Students from Sausalito are White or Mixed Race

Table 3: Students' Race/Ethnicity by Where They Live						
	Marin City		Not in Saus or MC		Sausalito	
Am In or AI Na	2	4%				
Asian	1	2%	1	4%	2	6%
Black	24	47%	1	4%		
Hisp or Latinx	5	10%	4	17%	2	6%
Na Hi or PI	1	2%		0%		
Other	4	8%	5	22%	5	16%
Two or More	12	24%	6	26%	8	26%
White	2	4%	6	26%	14	45%
Grand Total	51	100%	23	100%	31	100%

Most African American students walk to school. All other groups primarily get to school by car.

Table 4: How Students Get to School by Race/Ethnicity

	Am In Al Na	Asian	Black	Hisp Latinx	Na Hi/ PI	Other	Two +	White
All of them								1
all of them except bus							1	
Bike			1					1
Bus		2	2		1			1
bus and car				1				
bus car walk			1				1	
car	1	2	4	7		14	16	10
car and bike								1
car and bus								1
car and walk			1					
car or bike or walk							1	
carpool or family car	1							
FLY !			1					
sometimes drive, walk, or bike								1
Walk			16	3			5	5
walk car bike								1
walk, bike, and car							2	
Grand Total	2	4	26	11	1	14	26	22

Students attending BMLK are likely to walk to school. Most who attend WCA get there by car.

Table 5: How Students Get to School by School

	BMLK	WCA
All of them		1
all of them except bus		1
Bike		2
Bus	2	5
bus and car		1
bus car walk		2
car	8	49
car and bike		1
car and bus		1
Car and sometimes walk.		1
car and walk	1	
car or bike or walk		1
carpool or family car		1
FLY !	1	
somtimes drive, walk, or bike		1
Walk	22	7
walk car bike		1
walk or drive		1
walk, bike, and car		2
Grand Total	34	78

Table 6: How Students Get Along With Each Other by School

	BMLK		WCA	
Very well	25	76%	36	47%
We get along ok most of the time	8	24%	36	47%
Not very well			4	5%
Grand Total	33	100%	76	100%

Students are more likely to get along with each other at BMLK than at WCA

Few say they and other students don't get along very well, but all of those who do attend WCA. The race/ethnicity those 4 students reported is Black, Latinx, Mexican & American, & ataleein.

Table 7: How Students Get Along With Each Other by School & Race/Ethnicity

	Am In AI Na	Asian	Black	Hisp Latinx	Na Hi/ PI	Other	Two +	White
Bayside MLK (Total)		1	20	4			6	2
Very well		1	16	4			3	1
We get along ok most of the time			4				3	1
Willow Creek Academy (Total)	2	3	6	6	1	14	20	18
Very well	1	1	5	3	1	7	8	8
We get along ok most of the time	1	2		2		5	12	10
Not very well			1	1		2		

BMLK & WCA Unification: Parents' Survey (English)

In general, what characteristics do you believe make a high-quality K-8 school?

Diverse, inclusive, academic excellence, strong parent community

Diversity

Great leadership, excellent education, a welcoming, inclusive and equitable environment, strong restorative justice models, project based learning and access to music, languages and arts. School campus(es) should be safe and the school administration should be highly responsive to the community and transparent in the efficient use of public funds to benefit children and the classroom, not overhead.

One campus program diversity

involved parents

strong academics

diversity

good faculty and administration

safe environment

tone of integrity, accountability

Most important are the teachers! Then a student body of committed students that are there to learn, who can stay in school, and arrive on time. This requires excellent parent involvement.

teachers remain professional and have ahead for their students

A charter based curriculum, with dedicated staff, and involved parents/guardians.

Diverse, secure/safe campus, well-funded, small class sizes, dedicated teachers, staff provided with professional development opportunities, parent involvement, well-rounded education offerings (including arts, foreign language, STEM subjects)

focus on all-ages community, strong connection between kids from K-8. ONE school, ONE community. focus on strong academics for ALL kids and programs under ONE roof to allow for cross-pollination and collaboration. focus on FUN and school PRIDE about what makes our kids different, unique, and yes, best poised to LEAD in this world. I truly believe what a combined WCA/BMLK can represent is a vision of hope. Let's do this.

Teacher and family engagement, high expectations for performance

Quality staff, a non-biased District School Board (non-revenge-seeking)

Responsiveness to kids and parents, project learning, quality food, good after school options
Strong and supportive academics

Strong social emotional support and academics. PLUS parents commitment and participation.

Strong academics, coupled with project based learning and good electives
education and accountability

Involved parents; small class size; dedicated teachers; aids for classrooms; emphasis on art, music, foreign language; gardening program and outdoor PE; diverse student body; high test scores

Great teachers and involved parents

High caliber teachers and strong and varied curriculum

CLOSE TO OUR HOUSE TEACHERS OF COLOR ,UNION

staff respectful of children and parents

community involvement.

passionate dedicated qualified teachers

/staff and parent involvement

socio-emotional learning, civic engagement

High achievement, high expectations, clearly communicated goals and expectations, positive/safe/inclusive/healthy learning environment, extracurriculars, high-quality teachers, discipline

maybe better teacher

Safe and reliable teachers, parent community involvement, ethnic programs, art, music, sports. Counseling resources and safe grounds

Actions speaks louder than words! I honestly think that a lot of the teacher and staff are thinking about the school more then they are with educating our children.The whole year Ive been like we trapped in some sort of school work

School level financial, management and staffing control. No district involvement.

Different learning styles. Children having opportunity to experience different things that they might not other wise

Smaller class sizes with appropriate teacher or assistant teacher to student ratio. A student-focused engagement based curriculum, robust enrichment programs, healthy cafeteria food options and ample resources for kids of all learning abilities.

Togetherness equality

Diversity, quality teaching staff, quality support staff, exposure to new ideas, a strong restorative justice program.

Great teachers and high expectations

Understanding and patient, the teachers that work with the kids to teach them the best way possible

equal education for kids who are little slower others deserve more help

Fully differentiated teaching. From special education students up to gifted and talented

students. The availability of art, music, science, technology, and foreign languages. Project based learning

Diverse community participation, sound academic programs, good enrichment programs

Amazing teachers, real world reflective community of families and students (socio-economic, culture, learning difference, complete diversity), Strong leadership you can trust to guide the direction of the school like the Head of School at WCA and the WCA board, project based real-world team based learning, social emotional foundation to the curriculum, and a rich offering of programs from music, art, language, technology, and more.

good teachers. Engaging academics

Teachers and environment in which they learn

STRONG PARENT INVOLVEMENT. You needs active, reliable, engaged parents to pick up the load that would otherwise drag down teachers, administrators and staff.

Excellent teachers

Instruction top quality caring & empathetic invested teachers variety of on and off campus learning

Academic rigor, inclusion, focus on creative thinking and problem solving

Student test results are at grade level or higher. Engaged, committed teachers and staff. Extracurricular activities. Community involvement.

Truth, humor, skill building, homework, accountability

Programs, teachers

goals and direction

be secured and organized

Top notch teachers/staff, involved and caring parents/community, a positive environment that instills the value of respect/responsibility/kindness, integrity/compassion, hard work and a love for learning, a well-maintained/upgraded beautiful campus and grounds with gymnasium, a robust academic curriculum in the upper grade levels for better preparation to

High School and beyond.

Involved parents, good communication, the ability to implement new ideas and be flexible in response to student need. Also for less \$ being spent on Administration (county) and more \$ spent on teachers and staff.

holistic/integrative whole child approach —the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location. It prepares the child for life, not just for testing.

High academic standards, wide range of programs, and a consistent application of rules

Small classes, project based learning, multi disciplines, connection to community.

I like how to take care of the students

arts, second language education

Parent involvement and enthusiastic teachers.

Inclusion, diversity, sense of community, great academics, engaged parents and high quality dedicated teachers.

Integrity and trustworthy

The fundamentals.

strong academics, differentiated learning, restorative justice, curious qualified teachers, inclusive compassionate culture, safe and well maintained school, healthy school meals programs, outdoor learning, school unity, athletic sports teams and arts programs.

Inclusion, diversity, safety, challenging project based learning, language offering, art, music, family involvement, healthy food.

relationship educators have with children. As educators assist with physical, emotional and intellectual interactions

Don't change WCA - experiments take a long time to work and this one is working well now!

Keeping students interested in coming to school everyday

Curriculum, quality teachers, excellent programs (art, music, etc)

Great teachers, principal, parent involvement

To have available as many resources for all students as possible, including art, music, sports, language!

Great teachers, committed parents and students

Good education

Proven track record, good administration, good reputation, quality education

WCA is the best

Engaged parents , teachers and students in that order

Inclusion, discipline, creativity, playfulness, academics

Community and parental involvement, teachers and staff that feel happy and supported.

caring staff

High quality education

Behavior plan

Parent involvement, accountability for child behavior

Active community members and a straight board. Not crooked

Interaction between grades, w/mentoring opportunities; clubs for middle school; attention to the whole child, not just academic success. Middle school focus on moving on to high school.

Commitment to progress for all levels of student

Leadership from the Board level, to principle to teachers to staff are all competent, qualified and dedicated to educating kids regardless of race, socio-economic status, or choice of school type. I believe in project-based learning, restorative justice and a school that brings kids together from a multitude of backgrounds. If unification will be successful the District should work to build trust with WCA and commit to retaining enrollment in district schools

through unification by restoring funding to the class rooms.

High expectations from teachers, administrators, board, of all children.

Do not know

an inclusive academically challenging and high quality

more chances of diversity

Parental Involvement and teacher quality.

Test scores, general happiness by parents/children/community, high school ready, forward/future thinking, career conversations, having all the "extras" (art, music, finance!, etc)

I believe it starts w/ the staff we need to have staff that are here for the long run. Essential goal is to help the kids progress

Dedicated teachers and committed parents

My child has the resources he/she needs to succeed (whether that is materials, teacher attention, psych support, IEP, etc.). A school that builds self-esteem and self-worth in students, along with measurable academic gains that meet or exceed designated benchmarks.

Education kindness safety

WCA has been a thriving school. Instead of reinventing the wheel (!!), please use the powerfully successful models that have been established to benefit all the kids in the district.

With Unification comes the opportunity for more resources to meet the needs of higher risk, lower performing students - a wonderful possibility! More student support specialist! More professionals in the classroom! And more of the following, which has worked so well at Willow Creek:

-Engaged, well-supported staff with great experience in innovative approaches.

-Project-based learning.

-Strong focus on social/emotional learning.

-Well established restorative justice program

-Celebration and engagement with diversity of students through cultural Exchange, racial and social justice education

more diversity

seperating grades all grades even at recess etc

Dedicated teachers and a strong PTA. Art and music, strong PE and most of all, strong curriculum.

Excellent teachers

1. Safe behavior and zero tolerance for bullying and inappropriate behavior. 2. Science, math and language enrichment programs. 3. Active parent and volunteer groups who contribute time and money.

Inclusion, positive attitude, open minded, creative, high expectations of kids, offer more than just academics

Diversity, inclusion, academically rigorous, small class size, project- based curriculum

An involved staff working together, Effective discipline, Leadership, Variety of instructional techniques.

In what ways do you determine the quality of a "specific" K-8 school? (If you consult online or other published sources, please tell us what sources you use.)

Test scores, rank by the state,

Community

I visit the campus and consult parents of children attending the school and the children. I

review school websites and generally rely on anecdotal information related to test scores etc.

my own mind / experience

I would want to know the overall test scores for each class as well as knowing what resources the school has to help children of differing needs accomplish their academic goals.

Whether or not the students feel engaged, that they strive to exceed expectations, (and not simply try and meet requirements), and that they look forward to the school experience/environment.

Test scores, web reviews (Niche, Yelp, GreatSchools, CA Dept of Ed website)

not sure I understand this question... but yes, published articles.

Quality of teaching staff, resource allocation

Grades, Success, General Happiness

My own assessment, and other parents' experience

As a parent, if I see that a school works for my kids and for me when we talk about support and quality of teachers and staff, that's a quality school.

Talking to other parents, Good Schools website

state test scores

Greatschools.net, tour of the school

personal visit

test scores. Word of mouth. I look at the size and the culture. Inclusive, open to ideas and new programs, diverse, different approaches to learning...

test scores, social site reviews/comments (nextdoor, yelp, etc), school website

student and parent survey data

Look at online resources, community forums, and visit the school

Curriculum, programs, after school programs, safety, competent teachers and staff

Education is the most important thing. I believe that it falls on the teacher & staff

Greatschools.org

Test scores online best schools.

Online research, first hand & second hand knowledge, standardized comparisons as well on campus resources

Test scores and the happiness of the children

The feedback of parents

proficient and excellent

Personal experience. I come from a family of K-12 educators. I personally work in graduate education. I have a child with special needs and a child who is gifted and talented. One needs extra help and the other is bored to tears.

Initially online ratings, then touring a school, then parent discussions, then first hand experience.

You can look at Greatschools.org, you can look at the standardized testing, but mostly I look at the school itself - the teachers, leadership, community of families surrounding it, and the experience my daughter herself is having.

Happy children who love to learn and want to be at school

Friends

personal visit to the campus to meet with administrators and see how well things work. Then the online statistics, which only tell a part of the story. Greatschools.org

Test scores

same as above

I look to whether the students are engaged and challenged and having fun while they learn

Word of mouth from parents and online ratings

not really sure

My child's feedback. I am in the classroom as volunteer at times.

greatschools.org

If I were to determine the quality of education based on online recourses it is websites like niche that evaluate based on national not just CA.

quality staff/teachers/parents willing to put the children first to challenge them to meet their appropriate developmental goals

Academic outcomes. ELA & Math test scores relative to the state and national peer groups

Great schools. Test scores. Parent reviews.

community came together ready to learn

the existence of arts, second language education

Meeting and exceeding state standards

Commitment to diversity, supportive parents, sense of community and high quality academics.

Efficiency

asking friends and neighbors, online reviews (great schools for example), tours, moms groups, academic scores, sports programs.

Community.

My child's development. The way she expresses herself and help because of their actions

teacher student ratio and relationships, project based learning, budget and resources

A teacher enjoys his or her job

Word of mouth/reputation, comparative/comparable testing scores to other schools

I look into how many kids graduated and where did they go to HS... as well as how the community helps kids to succeed

Grades and test scores

Word of mouth

don't really look at outside measures. check how my kids are doing on map and caasp testing and also how they are enjoying learning and social aspects

visiting the school and talking to parents of students - do kids like school, student behavior (classroom disruptions, bullying)

By comparison with other schools, mainly through friends' and family experiences re. what they like and dislike.

Multiple online sources.

I consult friends, community and kids' opinions. I also expect every jurisdiction in California to have high functioning public schools

How does it compare to high performing schools in our county. (curriculum, books, requirements, enrichment activities, parent involvement, diversity of staff

Do not know

The engagement of the children. Are they creating, growing, and learning skills?

A great way to measure this with Teacher evaluations of each student.

Poorly worded question. What is this actually asking?

The problem is that there is always a great plan, but it never completed or there is lost funds or staff

This question is unclear. I'm guessing at what is being asked, but I believe school qualities that are important are, in no particular order: testing metrics, graduation rates, parental participation, student retention, teacher satisfaction, student satisfaction, variety or

curriculum, open dialogue...

The "GreatSchools.org" website provides a number rating on every school and is reported on many real estate websites, e.g. Redfin.

Niche.com; parent groups

A high ranking

High school readiness measured by HS outcomes / college placements

Academics rating, healthy environment, other elective opportunities of growth

Academic outcomes, high school readiness, teacher/staff retention,

2.ed.gov

state test results, online rankings, online parent forums, discussing with local parents, tours

1) Engagement and connection to my kid's teacher (so, track record based on personal experience; 2) State ranking

word of mouth, personal experience, hands on research

m

Talk to parents who have children there.

Great schools, CA dashbosrd, visiting a school and hearing from community members and families.

Culturally relevant curriculum

Talking to parents at that school and listening to things they like or don't like about the school.

Community feedback

Parent feedback, campus tour, review of board officials and budget

Teachers who care about their students improvements

Greatschools.org, word by mouth

Scores, diversity, STEM, arts/music

The grade it is giving

Exelente

Do you have other thoughts about unification that you would like us to know? If so, please tell us below.

Need more parent involvement from MLK school. Their voices are not being heard, only community members which shouldn't be.

severe lack of integrity at the district board level and frankly the state attorney general. this is a time to look after our children. not politics. at the moment, Sausalito parents are funding the education of all children (Sausalito and marin city) through property taxes, SMART fund, and other contributions.

As a Sausalito resident for more than 30 years it has been my experience that the district has consistently had problems creating a thriving school environment that helps a child easily transition from K-8, to High school, and extended education. Their approach has never created purely public system that didn't have issues. Although Willow Creek had it's growing pains, it now is a thriving and fantastic example of what a school can and should be. A public charter is a far better option for the children of Marin City and Sausalito.

The new school MUST have a new name, but I think it should deliberately build a new code of conduct, values and vision drawn from BOTH schools. Also, I'm eager to understand how/when the assessment process of what is working and what is NOT working at each school will begin. I'd like that to be a transparent,

inclusive, creative process to DESIGN this new school that is not a Frankenstein version of the existing schools, but instead a smart synthesis of a future vision for success.

Unification is not the same as a forced merger. The majority of the district students chose WCA for its diversity, inclusion, sense of community, project based learning and high quality teaching and strong leadership . Bring our schools together in a way that preserves the best of both schools. The unification process has not been informed by governance or structure and so many questions remain unanswered and lots of anxiety prevails, especially around maintaining essential programming at WCA. We should be able to merge our community outreach efforts, fix attendance problems district wide and close the achievement gap in our black and brown students, together with concentrated resources for these kids with highest needs in both schools as they come from the same community regardless of what school they attend.

The new Superintendent and District School Board are actively working to cripple Willow Creek and they have broken my trust as a citizen. Ida Green is a revenge-driven leader and should be removed from office as she is a detriment to our children. God bless Josh Barrow.

School board is on it's on agenda and has thwarted any trust we might have developed for this process to happen

Less breathing and more action. If you are thinking that starving one school will bring people to the other, you are wrong. We need to address this asap and do something concrete for all the kids who are the ones suffering. Stop instilling more hate in the community and bring everyone together. That's what parents and kids want!

Until we get a more open-minded and committed to ALL schools school board, process is futile. Mary Jane Burke's agenda's of eliminating Charter schools needs to frankly talked about as well.

better representation from the Marin City families

Feels like project management of the overall process is missing so I have little confidence that it will be successful right now.

Must put what happened in past behind us and look/move forward. We need a solution for all students in district. Really unfair for WCA to not get funding it needs/deserves to serve 80% of students in district.

integrate the community use campus 24 hrs build small businesses opportunities

I want a school and administration that is solid. That was the difference between the two schools. Not the budget, but the staff and the community. I trust the board and the staff at WCA and years of hard work from not only the teachers, but the parents, have made the school what it is today. It didn't happen overnight. Bayside/MLK has finally had a bit of stability in the last couple years with regards to the leadership and now that school is thriving. I trust that having a board like WCA, ensures we have a voice at the district, county and state levels. Parents and teachers love WCA because they have helped to build it. I hope that all the hard work will not be dismantled.

I do not want to unify, if that means losing everything that is beautiful and special about WCA. I also believe it is important to retain the public charter school format. This community needs the flexibility in teaching methods that charter schools provide.

Just cant wait to itis over ,seem like the interior school district is focus on just that.Its really

been a big headache.The children should be first on all of list.And at this particular time its just not the case.Money is first in this school district and you can tell

If the district management goal is to have the fewest district students with the most overhead possible, you're doing a great job. If your goal is to create better education for all, do something more meaningful than a survey —allow a board that is truly representative of the district to guide this process.

Please make sure our kids get everything they deserve

make sure all teachers are qualified to teach their certain job at these schools

Work groups were not given guidance. And there have been n conversations about school structure and location. We can make meaningful unification progress without structure decided on. And deciding on structure may be a long process of evaluating other models of successful integration and education for a racially and socially diverse population. I have not heard of anyone researching models that have a track record. But we know from the long track record of this district that a traditional public school does not meet the needs of African American and low income students. We have to be free to go outside of the norms. It is the norms that society must reject to achieve full racial and social integration. Let it start with us.

Get ahead of flight. WCA and SMCS D should have agreed to the bones of a plan before the budget cuts came into play and before flight was triggered. The public process should have put meat on those bones in an enthusiastic way.

This process was not handled in the right order. The right order would be:

- 1) District and WCA boards come together to align on how to sustain the programming at both schools to retain families in the District while we work through the decisions and processes of integrating
- 2) District and WCA boards put together and vet structure and governance options for the future school then present and engage the community in

dialogue about each and use community input to make an informed decision

3) then get the workgroups together to support the flawless execution of the chosen direction.

I'm involved at a higher than average rate for WCA parents, and I feel there is almost no information sharing at all. There is a calendar full of events, workshops, and meetings about unification, and almost nothing about what is actually happening and no way to ascertain that the core concerns of the WCA parents are being addressed.

I hope it can happen so that all children in our community have a real chance in life.

Parents need to see academic results FIRST before sending their kids to a school. If the results are not there, e.g., BMLK, it would not even be an option to send my child there. I'd go private, home school or out of district before doing so.

The folks in marin city appear to hate all wca. Not sure how to overcome such strong finger pointing and blame for I'm not even sure what. Wca seems to open their arms to all students in the district while the opposite comes from bayside mlk. Unification would need both sides accepting of all students.

I honestly feel that a big part of the school failure at bayside mlk is due to the difficulties in the home life and lack of parental guidance and involvement with the children who attend. They therefore have great challenges educating the students. Maybe these special circumstance children require extra attention to be given a chance. I don't think unification will address this. The high need students need to receive special attention not unification. That would just disrupt the remainder of the class. So I suppose unification yes, if high needs kids can remain separate to get what they need.

I am deeply concerned about the lack of professional planning in this process.

At present, I believe the purported goals are not well defined or realistic.

There has been a lack of communication from the district. The process is seemingly both active and stalled at the same time. The DAG seems to have evolved into a more focused forum for unification though those meetings are not publicized. The district has made no formal agreement for supporting WCA through the transition and as a result WCA is hemorrhaging students. The district is hyper focused on WCA dropping lawsuits vs resolving the underlying issues which would result in a smoother transition and more successful unification.

It seems like it has been a mess (the meetings and the process). I wish we had some definitive answers about moving forward as one school before the entire WCA community jumps ship.

I think people should realize how BIG a project this is under a very SHORT time frame. So while I hear of process things that can be improved I believe much more perspective should be given to seeing the big picture before communicating negative issues and swaying many groups of people we need to stay interested and lean in more to help this important big undertaking. Our leaders, parents and community members have the power to make this dream die or fly. Having the wisdom to helicopter up now and then to see the forest over the trees (or weeds) would be in the best interest of all the kids in 94965. This is critical of our WCA leaders who can sway large groups of people with one negative sentence or negative tone. One can still point out challenges and areas of improvement in a way that keeps people engaged and interested to be part of the solution. Its an emotional ask but one we need our leaders to embrace.

There are so few children in the middle school at Bayside MLK, is it possible to unify this piece sooner?

Not at this moment ,but I will contact you should I come up with something

I'm furious that there is no resolution on the budget and I haven't had psychological security. I don't know what kids' future holds in terms of a school he loves and that's a terrible feeling. I'm disgusted with this process.

I feel like the school board shows no interest or desire to help WCA survive. I also feel the school board has made no steps to helping the unification process. Lastly, I feel Dr. Garcia's responses to letters from WCA in regards to the unification process is ridiculous and not helpful at all.

I feel like the unification process has had very little communication beyond meetings which are difficult to make. The group I was involved with only retread the same tired lines that it sounds like have been discussed for years, and didn't feel like it accomplished anything besides entrenching both sides. Before a good unification can take place, these issues MUST be resolved. To me it feels like WCA is hanging on by a thread, between the funding problems, teacher morale/flight, and family flight. All the problems have not been addressed in any way that I can see, just band aids. We don't know basic things about the unification even after a year or more.. will it be k-8, what will the staff look like, etc. It seems very dysfunctional from the parent's standpoint.

Unification needs to involve the teachers and staff and WCA - as they are part of what makes WCA an awesome school - WCA is working, so I am in favor of sticking with a majority of the WCA approach to education, community and parental involvement and I would like to see our teachers continue teaching at the unified version of the school. Based on numbers, it seems that the Bayside kids could easily become part of the WCA community.

If we take our time, not rush it, and do it right (while financially supporting BOTH schools in the interim) there is a chance for something wonderful here.

Lack of parent voices of families of color,

Very minimal objectivity from Supt., SMCSB Board, one way thinking - not

inclusive of both communities.

I'm quite skeptical of the process. It feels very much like this is an anti-charter political game being waged with school children used as pawns. I feel this district is structurally broken and one school, two schools.... It won't matter in the end. The district is out of scale with its overhead vs amount of students and has always struggled to meet the needs of all students in its purview. I feel like, even though the charter school does a lot more with much less funding, the ideas and structure of the charter will be ignored. I suspect this is due to politics of unions via county and state elected officials. In short, I don't think this district can overcome its persistent problems by shuffling kids in buildings or by creating a "community school". I feel merging with a larger district like Mill Valley will improve the economy of scale problem and create more educational and social opportunities for disaffected students.

Not unifying is not an option. We need to have more faith! Also, we need to keep a school in Marin City.

Please engage the wonderful educational professionals (teachers at both schools, principals at both schools, and other professionals) to come up with solutions that make the most sense using educational expertise and knowledge of the resources.

Allowing for a broad range of community members to dream and scheme and reinvent the wheel is incredibly frustrating and upsetting. I am especially concerned about what the instability is doing to our dedicated and skilled staff. Will not be surprising if we start losing professionals who have been deeply committed to meeting the needs of the kids of our district, most especially kids in need from Marin City. Why start again with a grande, if not well-intentioned experiment?

Sustainability of WCA and trust in leadership / boards is critical.

Prefer all kids together k to 8. -

keep as charter school, not public school mediocre school system ruled by public employees,

prefer parent involvement 100% to have a say on how our kids are being raised.

It is disheartening to see how WCA's needs and voice are being ignored in this process, the disillusionment and even flight of WCA families already, and the uncertainty for WCA's future and funding that is undermining confidence in this process, and our kids' education and future. WCA is a great, thriving school, and should be the model and base for any unification discussion. But it seems like the discussion is the other way around. The simple fact is that most of the parents at WCA are very happy with the school (which serves the vast majority of the kids in the district) and are not at all pleased with the thought of it being absorbed into what is currently the traditional public school option in Sausalito, especially under the current Board leadership.

Please use the formula that works for the kids. WCA will work for all kids

Would love to see a clear plan from the district, since the work groups are working with unclear goals. Need to solidify overall goals first (one campus / two campuses).

Please recognize the need to support and build on the success at both schools as we work to unification. We need district leaders to start acting to help so families can feel valued, part of the envisioned future and can lean into the unification process.

Unification of colored kids

WCA is a functioning school. Evaluate the students at BMLK and send those that are testing at their grade level or 1 below to WCA. The balance of kids at

BMLK would then be best served by an advantaged student/teacher ratio and their special needs (learning disabilities, discipline issues) best addressed.

The unification feels forced upon both schools to fix the segregation issue that is frankly caused by mismanagement of the district. The school district has done nothing to help with the unification at this point other than provide sheets of paper and marker pens and tell parents to go figure it out.

By threatening to underfund Willow Creek Academy, many years of hard work to help ESPECIALLY the low-income students and English learners at WCA is being endangered. Every meeting that I ever attended at WCA was focused on helping our diverse student body and to make everybody welcome and successful. All of that is being thrown away by underfunding WCA.

It is sad to see this being played out on the backs of our children. The district board should be ashamed of themselves for hiding behind lawyers and spreading fear and uncertainty WHICH ULTIMATELY IMPACTS ALL CHILDREN IN THE DISTRICT.

These children will live long lives and they will forever remember if you screw up their childhood.

Meetings were not equitable to all members. Preference was given to Bayside since that mtg happened first

I worry that there is too much of a cultural difference between Sausalito and Marin City for there ever to be true unification. I wonder if a district split would be more appropriate, where Sausalito has its own school district and Marin City has its own as well. There used to be over 50 school districts in Marin County

and now there are 19. Making a 20th would not be unreasonable especially given the cultural and community uniqueness of Both communities. Furthermore examples of exclusion and heterogeneity are already present in many other Marin county school districts; why should Sausalito and Marin City be forced to diversify when others aren't?

I am concerned with the "reverse discrimination" against perceived "white" children and families.

Is there any other feedback you would like to offer about unifying the schools? If so, please tell us below.

The unification process is not collecting community input effectively or working in an organized or systematic way. It needs to first address threshold issues such as stemming family flight and creating a stable environment to have a productive dialogue including restoring funding to WCA during discussions. And, the Board must enhance trust by committing to doing the best for ALL children receiving a public education, not just the students who attend the traditional school. Next, the process must address governance issues including restoring and retaining trust, commuting to transparency and actual dialogue and exploring the right governance model taking the best of traditional public and charter models. Most important is to build on the success of the district in attracting kids back into the SMCS D over the past decade not driving everyone away.

Im hear comments about race with parents from Willow Creek. I dont like my kids went to the place.

I hope it brings much needed attention to the decaying WCA campus. How ridiculous to have the largest better performing student body in such a small repair needed campus.

Please do not disperse the great people at BMLK students & staff WC?-jUST
STOP STEALING OUR TAX DOLLARS AND ENERGY

it's key my kids can safely walk to/from school - it's close and neighborhood has lots of kids walking/riding too, and also important that middle and elementary schools have synergies because I have a 6 and 12 year old. Time together (buddies, PE, events) is beneficial so younger gets exposure mentor ship and older role model "friends" and the older kids can mentor befriend and role model for the younger kids.

The gardens and gardening really need to be revitalized - chickens, plants, growing things - it was such a wonderful part of the school.

Please do what's in the best interest of helping this generation of students and those who follow succeed. To the best of your abilities do not allow politicians outside the community to bully the residents of SMCS D and force poor decisions for the sake of their own re-election and perceived merit by forcing action to resolution. Let's not make this unification about race or socioeconomic factors, but rather which campus offers the kids the best environment & opportunity to learn / grow / excel.

I just pray that my son will remain focused and attentive in school

I'm not supporting unification as it failed in the past and will fail again . We can't expect different results while doing the same thing. Willow creek is an example of diversity, academics and parents involvement. I don't understand why we can't have two schools in the same district. Children and parents should have a choice and not be forced to do something because they don't have a choice.

i think the other school campus post-unification should still be used to benefit all children in some way to benefit all children in some way,at no cost to the

community or maybe volunteer ran

If the schools merge to one Charter school, there should be some guidelines that allow removal or strong consequences for students who are problematic/distracting and taking away from the overall experience of the other students.

Concerned about some aspects of the community that seem to be incorporated in BLMK such as religion, and not knowing some of the volunteers and outside influences that may have access to my children.

please listen to the community to understand what's best for our children, politics aside. all of them deserve an equal opportunity to resources for a successful future. sausalito deserves and needs a good school.

We should start combining field trips for both schools

This process has dragged on for long enough. Let's please secure jobs for our teachers, and move forward.

How we work it out for the well-being of our students and our community, since we implemented the WCA there has been an awesome influx of families moving into Sausalito, many years ago there were only a few families living here, which is very sad, families and kids are our future!

The schools needs to be aligned in many ways and seem like they are one school. When kids transition from one to the other, as they grow, it should be seamless. Teaching philosophy (project based learning) needs to be implemented at both schools. The role of the middle school is to prepare them for high school. We need to pool resources always. Both schools have a lot to give, us the numbers and structure, Bayside the resources and the enthusiasm and passion to succeed.

Please build trust and retain enrollment in district schools, including WCA, by

restoring funding during the unification discussions. We all want unification but there needs to be trust in the process and a sense that the district cares about all of the kids, including those attending WCA, and that providing an excellent education in an integrated setting is more important than politics. Also, please be open and willing to look at why 80% of the kids in the district chose Willow Creek and what you can learn from that leadership and example.

Do not know

Please hurry to get information out, many parents are looking at other options.

equality

Please keep our wonderful school going and have one big strong school that services everyone

You are doing a difficult and important job.

BMLK & WCA Unification: Parents' Survey (Spanish)

En general, ¿Cuales características hacen una escuela K-8 de alta calidad?

El interés de conocer el desarrollo físico y mental de los alumnos
El respeto al alumno y seguridad
La menor cantidad hace que los maestros tengan mas tiempo con los niños
El personal educativo
Tiene mas tiempo que los estudiantes permanezca mas tiempo en una misma escuela
El personal educativo
en grupo se trabasa meses
Aprendizaje de valor
clases de enriquecimiento apoyo academico

¿De qué manera determinas la calidad de una escuela K-8 "específica"? (Si consulta en línea u otras fuentes publicadas, díganos qué fuentes utiliza).

Propia
Todo lo que puede ofrecer al alumno y parientes
Buena Educacion
Buena Educacion
exelente

BMLK & WCA Unification: Parents' Survey (English)

by School & by Race/Ethnicity

Results by School

What is your race/ethnicity?

	BMLK		WCA		Both	
Asian	2	5%	6	6%		
Black or African American	20	50%	10	10%		
Latinx	11	28%	4	4%		
Native Hawaiian or Other Pacific Islander	1	3%				
Two or More Races/Ethnicities	4	10%	22	23%	1	100%
White	2	5%	54	56%		
Total	40		96		1	

Note: 2 or More includes respondents who specified specific race/ethnicities & 2 or more; percentages totaling < or > 100% is due to rounding

About 500 children attend school in the SMCS. Would you prefer they are educated on one campus or two campuses?

	BMLK		WCA		Both	
1 campus	19	44%	38	38%	1	33%
2 campuses	19	44%	36	36%	2	67%
No preference	5	12%	25	25%		
Total	43	100%	99	100%	3	100%

If you prefer one campus, which campus?

	BMLK	WCA	Both
BMLK campus	17		1
WCA campus	2	37	

If you prefer two campuses, which configuration?

	BMLK	WCA	Both
Elementary & Middle school	15	25	2
Pre-K - 1st grade & 2nd - 8th	3	3	
No preference	1	3	

Comments: 2 schools one charter 1 traditional OR all charter 2 campuses (WCA); Keep willow creek and Bayside on separate campuses as today (WCA); We prefer staying at Willow Creek (WCA)

If you prefer an elementary & middle school on different campuses, which

should be at which campus?

	BMLK	WCA	Both
Elementary at BMLK & Middle at WCA	9	5	1
Elementary at WCA & Middle at BMLK	3	18	1
No preference	3	3	

If you prefer Pre-K through 1st grade on one campus and 2nd grade through 8th grade on the other, which should be at which campus?

	BMLK	WCA
Pre-K to 1st at BMLK & 2nd-8th at WCA		3
Pre-K to 1 st at WCA & 2-8 at BMLK	1	

How does your child (or children) get to school?

	BMLK		WCA		Both	
Bike			3	3%		
Bike, Bus	1	2%			1	33%
Bike, Bus, Car			2	2%		
Bike, Car			4	4%		
Bike, Car, Walk			6	6%		
Bike, Walk			1	1%		
Bus	2	5%	4	4%		
Bus, Car			3	3%		

Bus, Car, Walk			1	1%	1	33%
Bus, Walk			2	2%		
Car	18	42%	34	34%		
Car, Walk	7	16%	18	18%	1	33%
Walk	15	35%	21	21%		
Total	43	100%	99	100%	3	100%

Where do you live?

	BMLK	WCA	Both
Central Sausalito	1	21	
Fairfield	1		
Floating Homes/Houseboat Community		5	
just moved to Corte Madera		1	
Larkspur		1	
Low income Boat Marina		1	
Marin City Golden Gate Village	17	1	1
Marin City Hills	2	5	
Marin City Other	2	10	
Marin City Ridgeway	4	9	
Mill Valley	2	5	
n	1		
North Sausalito	3	19	
On a regular boat in a Sausalito marina (not a houseboat marina)		1	

On a regular power boat in a marina (not a houseboat community) in Sausalito		1	
San Rafael	3	7	
South Sausalito	1	12	
Total	37	99	1

Unification Process

Did you participate in the unification process?

School	Number Yes	% Yes
BMLK	20	47%
WCA	60	67%
Both	1	33%

In what ways have you been involved?

	BMLK	WCA
Attended town hall(s)	7	21
Attended town hall(s), Childcare for meetings		1
Attended town hall(s), Courageous conversations		1
Attended town hall(s), Participated in work group		29

Attended town hall(s), Participated in work group, DAG	1	
Attended town hall(s), Participated in work group, Member of Desegregation Advisory Group		1
Participated in work group	3	5
school board meetings, watching videos, and talking to parents		1
Total	11	59

How do you feel unification is going?

School	Average
BMLK	3.0
WCA	2.1
Both	3.0

Scale: 1= Not Well At All; 5= Exceptionally Well

To what extent do you feel your voice has been heard in the unification process?

School	Average
BMLK	2.7
WCA	2.2
Both	No Responses

Scale: 1= Not Well At All; 5= Exceptionally Well

**In general, what characteristics do you believe make a high-quality
K-8 school?**

BMLK

Keeping students interested in coming to school everyday

The fundamentals.

socio-emotional learning, civic engagement

Instruction top quality caring &empathetic invested teachers variety of on and off campus learning

Togetherness equality

Education kindness safety

caring staff

High quality education

Behavior plan

staff respectful of children and parents

teachers remain professional and have ahead for their students

An involved staff working together, Effective discipline, Leadership, Variety of instructional techniques.

One campus program diversity

seperating grades all grades even at recess etc

goals and direction

be secured and organized

more chances of diversity

more diversity

equal education for kids who are little slower others deserve more help

I like how to take care of he students

CLOSE TO OUR HOUSE TEACHERS OF COLOR ,UNION

relationship educators have with children.As educators assist with physical,emotional and intellectual interactions

Truth, humor, skill building,homework, accountability

low teacher/staff turnover, "electives" such as music, art, PE, bilingual spanish/english education, friendly and safe campus

My child has the resources he/she needs to succeed (whether that is materials, teacher attention, psych support, IEP, etc.). A school that builds self-esteem and self-worth in students, along with measurable academic gains that meet or exceed designated benchmarks.

I believe it starts w/ the staff we need to have staff that are here for the long run.Essential goal is to help the kids progress

WCA

High caliber teachers and strong and varied curriculum

education and accountability

Great teachers, principal, parent involvement

WCA is the best

an inclusive academically challenging and high quality

The Love and support in education

Diverse, inclusive, academic excellence, strong parent community

Diverse, inclusive, academic excellence, strong parent community

Student test results are at grade level or higher. Engaged, committed teachers and staff. Extracurricular activities. Community involvement.

Integrity and trustworthy

Great teachers and high expectations

Good education

Diversity

Diversity

High expectations from teachers, administrators, board, of all children.

Education

Different learning styles. Children having opportunity to experience different things that they might not otherwise

A charter based curriculum, with dedicated staff, and involved parents/guardians.

Strong social emotional support and academics. PLUS parents commitment and participation.

A good tight-knit community, engaged parents, great teachers, good funding levels.

Fully differentiated teaching. From special education students up to gifted and talented students. The availability of art, music, science, technology, and foreign languages. Project based learning

Top notch teachers/staff, involved and caring parents/community, a positive environment that instills the value of respect/responsibility/kindness, integrity/compassion, hard work and a love for learning, a well-maintained/upgraded beautiful campus and grounds with gymnasium, a robust academic curriculum in the upper grade levels for better preparation to High School and beyond.

holistic/integrative whole child approach —the social, emotional, mental, physical, and cognitive

development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location. It prepares the child for life, not just for testing.

strong academics, differentiated learning, restorative justice, curious qualified teachers, inclusive compassionate culture, safe and well maintained school, healthy school meals programs, outdoor learning, school unity, athletic sports teams and arts programs.

Diverse community participation, sound academic programs, good enrichment programs

Rigorous education, high standards, as few distractions as possible

1. Safe behavior and zero tolerance for bullying and inappropriate behavior. 2. Science, math and language enrichment programs. 3. Active parent and volunteer groups who contribute time and money.

academic standings/scores, elective offerings, high-school preparedness, diversity, student/teacher ratios, and overall vibe/happiness of school community

passionate dedicated qualified teachers

/staff and parent involvement

Smaller class sizes with appropriate teacher or assistant teacher to student ratio. A student-focused engagement based curriculum, robust enrichment programs, healthy cafeteria food options and ample resources for kids of all learning abilities.

Interaction between grades, w/mentoring opportunities; clubs for middle school; attention to the whole child, not just academic success. Middle school focus on moving on to high school.

Excellent and engage teachers

Diverse student body, motivated teachers, modern & progressive teaching methods

Vertical alignment, school climate, culture of care, academic rigor

To have available as many resources for all students as possible, including art, music, sports, language!

Understanding and patient, the teachers that work with the kids to teach them the best way possible

Do not know

Inclusion, positive attitude, open minded, creative, high expectations of kids, offer more than just academics

Strong academics, coupled with project based learning and good electives

Excellent teachers

Great leadership, excellent education, a welcoming, inclusive and equitable environment, strong restorative justice models, project based learning and access to music, languages and arts. School campus(es) should be safe and the school administration should be highly responsive to the community and transparent in the efficient use of public funds to benefit children and the classroom, not overhead.

Great teachers, committed parents and students

Involved parents; small class size; dedicated teachers; aids for classrooms; emphasis on art, music, foreign language; gardening program and outdoor PE; diverse student body; high test scores

Parent involvement, accountability for child behavior

N/A

Enrichment programs, STEM focus and diversity

Programs, teachers

Most important are the teachers! Then a student body of committed students that are there to learn, who can stay in school, and arrive on time. This requires excellent parent involvement.

Great teachers and involved parents

Dedicated teachers and a strong PTA. Art and music, strong PE and most of all, strong curriculum.

Amazing teachers, real world reflective community of families and students (socio-economic, culture, learning difference, complete diversity), Strong leadership you can trust to guide the direction of the school like the Head of School at WCA and the WCA board, project based real-world team based learning, social emotional foundation to the curriculum, and a rich offering

of programs from music, art, language, technology, and more.

arts, second language education

Quality staff, a non-biased District School Board (non-revenge-seeking)

Same thing that makes WCA a great school: engage teachers and parents; diversity

An inclusive environment that provides students the opportunity to reach their potential. This includes things like project based learning to support diverse learning, ample support specialists to aid highest needs children, and programs like technology/STEM, the arts, world languages that challenge students. Also programs like algebra that prepare students for high school. Finally culturally relevant curriculum that makes all students envision success and celebrate our uniqueness.

Involved parents, good communication, the ability to implement new ideas and be flexible in response to student need. Also for less \$ being spent on Administration (county) and more \$ spent on teachers and staff.

STRONG PARENT INVOLVEMENT. You need active, reliable, engaged parents to pick up the load that would otherwise drag down teachers, administrators and staff.

involved parents

strong academics

diversity

good faculty and administration

safe environment

tone of integrity, accountability

Academic rigor, inclusion, focus on creative thinking and problem solving

Diversity, inclusion, academically rigorous, small class size, project-based curriculum

Don't change WCA - experiments take a long time to work and this one is working well now!

focus on all-ages community, strong connection between kids from K-8. ONE school, ONE

community. focus on strong academics for ALL kids and programs under ONE roof to allow for cross-pollination and collaboration. focus on FUN and school PRIDE about what makes our kids different, unique, and yes, best poised to LEAD in this world. I truly believe what a combined WCA/BMLK can represent is a vision of hope. Let's do this.

Commitment to progress for all levels of student

community involvement.

Community and parental involvement, teachers and staff that feel happy and supported.

Safe and reliable teachers, parent community involvement, ethnic programs, art, music, sports. Counseling resources and safe grounds

High achievement, high expectations, clearly communicated goals and expectations, positive/safe/inclusive/healthy learning environment, extracurriculars, high-quality teachers, discipline

Inclusion, diversity, safety, challenging project based learning, language offering, art, music, family involvement, healthy food.

Active community members and a straight board. Not crooked

Parental involvement, social and peer responsibility, academic rigor (reading, writing, STEM), elective opportunities (music, art, drama)

Parent involvement and enthusiastic teachers.

Diverse, secure/safe campus, well-funded, small class sizes, dedicated teachers, staff provided with professional development opportunities, parent involvement, well-rounded education offerings (including arts, foreign language, STEM subjects)

Parental Involvement and teacher quality.

Small classes, project based learning, multi disciplines, connection to community.

WCA has been a thriving school. Instead of reinventing the wheel (!!), please use the powerfully successful models that have been established to benefit all the kids in the district.

With Unification comes the opportunity for more resources to meet the needs of higher risk, lower performing students - a wonderful possibility! More student support specialist! More

professionals in the classroom! And more of the following, which has worked so well at Willow Creek:

-Engaged, well-supported staff with great experience in innovative approaches.

-Project-based learning.

-Strong focus on social/emotional learning.

-Well established restorative justice program

-Celebration and engagement with diversity of students through cultural Exchange, racial and social justice education

Excellent teachers

Responsiveness to kids and parents, project learning, quality food, good after school options
Strong and supportive academics

Leadership from the Board level, to principle to teachers to staff are all competent, qualified and dedicated to educating kids regardless of race, socio-economic status, or choice of school type. I believe in project-based learning, restorative justice and a school that brings kids together from a multitude of backgrounds. If unification will be successful the District should work to build trust with WCA and commit to retaining enrollment in district schools through unification by restoring funding to the class rooms.

High academic standards, wide range of programs, and a consistent application of rules

Inclusion, discipline, creativity, playfulness, academics

Inclusion, diversity, sense of community, great academics, engaged parents and high quality dedicated teachers.

Dedicated teachers and committed parents

Teacher and family engagement, high expectations for performance

School level financial, management and staffing control. No district involvement.

older kids mentoring younger kids but an acknowledgement that each group has different needs/

Curriculum, quality teachers, excellent programs (art, music, etc)

Proven track record, good administration, good reputation, quality education

Diversity, quality teaching staff, quality support staff, exposure to new ideas, a strong restorative justice program.

Engaged parents , teachers and students in that order

Test scores, general happiness by parents/children/community, high school ready, forward/future thinking, career conversations, having al the “extras” (art, music, finance!, etc)

BOTH

good teachers. Engaging academics

maybe better teacher

In what ways do you determine the quality of a "specific" K-8 school? (If you consult online or other published sources, please tell us what sources you use.)

BMLK

A teacher enjoys his or her job

student and parent survey data

same as above

community came together ready to learn

on campus resources

personal visit

2.ed.gov

proficient and excellent

My child's development. The way she expresses herself and help because of their actions

not really sure

The "GreatSchools.org" website provides a number rating on every school and is reported on many real estate websites, e.g. Redfin.

The problem is that there is always a great plan, but it never completed or there is lost funds or staff

WCA

state test scores

Culturally relevant curriculum

Test scores, rank by the state,

Test scores, rank by the state,

Word of mouth from parents and online ratings

Efficiency

Test scores and the happiness of the children

Grades and test scores

Community

Community

How does it compare to high performing schools in our county. (curriculum, books, requirements, enrichment activities, parent involvement, diversity of staff

Teachers who care about their students improvements

Test scores online best schools.

Whether or not the students feel engaged, that they strive to exceed expectations, (and not simply try and meet requirements), and that they look forward to the school experience/environment.

As a parent, if I see that a school works for my kids and for me when we talk about support and quality of teachers and staff, that's a quality school.

Talking to parents at that school and listening to things they like or don't like about the school.

Personal experience. I come from a family of K-12 educators. I personally work in graduate education. I have a child with special needs and a child who is gifted and talented. One needs extra help and the other is bored to tears.

greatschools.org

quality staff/teachers/parents willing to put the children first to challenge them to meet their appropriate developmental goals

asking friends and neighbors, online reviews (great schools for example), tours, moms groups, academic scores, sports programs.

Initially online ratings, then touring a school, then parent discussions, then first hand experience.

word of mouth, personal experience, hands on research

High school readiness measured by HS outcomes / college placements

state test results, online rankings, online parent forums, discussing with local parents, tours

test scores, social site reviews/comments (nextdoor, yelp, etc), school website

Online research, first hand & second hand knowledge, standardized comparisons as well

By comparison with other schools, mainly through friends' and family experiences re. what they like and dislike.

The grade it is giving

Talk to parents who have children there.

Community feedback

I look into how many kids graduated and where did they go to HS... as well as how the community helps kids to succeed

The feedback of parents

Do not know

Academics rating, healthy environment, other elective opportunities of growth

Talking to other parents, Good Schools website

A high ranking

I visit the campus and consult parents of children attending the school and the children. I review school websites and generally rely on anecdotal information related to test scores etc.

Greatschools.net, tour of the school

Greatschools.org, word by mouth

Scores, diversity, STEM, arts/mudic

My child's feedback. I am in the classroom as volunteer at times.

I would want to know the overall test scores for each class as well as knowing what resources the school has to help children of differing needs accomplish their academic goals.

Niche.com; parent groups

You can look at Greatschools.org, you can look at the standardized testing, but mostly I look at the school itself - the teachers, leadership, community of families surrounding it, and the experience my daughter herself is having.

the existence of arts, second language education

Grades, Success, General Happiness

1) Engagement and connection to my kid's teacher (so, track record based on personal experience; 2) State ranking

Great schools, CA dashbosrd, visiting a school and hearing from community members and families.

If I were to determine the quality of education based on online recourses it is websites like niche that evaluate based on national not just CA.

personal visit to the campus to meet with administrators and see how well things work. Then the online statistics, which only tell a part of the story. Greatschools.org

my own mind / experience

I look to whether the students are engaged and challenged and having fun while they learn

Academic outcomes, high school readiness, teacher/staff retention,

teacher student ratio and relationships, project based learning, budget and resources

not sure I understand this question... but yes, published articles.

Multiple online sources.

test scores. Word of mouth. I look at the size and the culture. Inclusive, open to ideas and new programs, diverse, different approaches to learning...

visiting the school and talking to parents of students - do kids like school, student behavior (classroom disruptions, bullying)

Curriculum, programs, after school programs, safety, competent teachers and staff

Look at online resources, community forums, and visit the school

Community.

Parent feedback, campus tour, review of board officials and budget

Meeting and exceeding state standards

Test scores, web reviews (Niche, Yelp, GreatSchools, CA Dept of Ed website)

The engagement of the children. Are they creating, growing, and learning skills?

A great way to measure this with Teacher evaluations of each student.

Great schools. Test scores. Parent reviews.

Test scores

My own assessment, and other parents' experience

I consult friends, community and kids' opinions. I also expect every jurisdiction in California to have high functioning public schools

Academic outcomes. ELA & Math test scores relative to the state and national peer groups

don't really look at outside measures. check how my kids are doing on map and caasp testing and also how they are enjoying learning and social aspects

Commitment to diversity, supportive parents, sense of community and high quality academics.

This question is unclear. I'm guessing at what is being asked, but I believe school qualities that are important are, in no particular order: testing metrics, graduation rates, parental participation, student retention, teacher satisfaction, student satisfaction, variety or curriculum, open dialogue...

Quality of teaching staff, resource allocation

Greatschools.org

Word of mouth/reputation, comparative/comparable testing scores to other schools

Word of mouth

Poorly worded question. What is this actually asking?

Both

Happy children who love to learn and want to be at school

Do you have other thoughts about unification that you would like us to know?

BMLK

integrate the community use campus 24 hrs build small businesses opportunities

make sure all teachers are qualified to teach their certain job at these schools

Not at this moment ,but I will contact you should I come up with something

Not unifying is not an option. We need to have more faith! Also, we need to keep a school in Marin City.

WCA

Must put what happened in past behind us and look/move forward. We need a solution for all students in district. Really unfair for WCA to not get funding it needs/deserves to serve 80% of

students in district.

better representation from the Marin City families

Unification of colored kids

Need more parent involvement from MLK school. Their voices are not being heard, only community members which shouldn't be.

Need more parent involvement from MLK school. Their voices are not being heard, only community members which shouldn't be.

Parents need to see academic results FIRST before sending their kids to a school. If the results are not there, e.g., BMLK, it would not even be an option to send my child there. I'd go private, home school or out of district before doing so.

Please make sure our kids get everything they deserve

Lack of parent voices of families of color,

Very minimal objectivity from Supt., SMCS D Board, one way thinking - not inclusive of both communities.

As a Sausalito resident for more than 30 years it has been my experience that the district has consistently had problems creating a thriving school environment that helps a child easily transition from K-8, to High school, and extended education. Their approach has never created purely public system that didn't have issues. Although Willow Creek had it's growing pains, it now is a thriving and fantastic example of what a school can and should be. A public charter is a far better option for the children of Marin City and Sausalito.

Less breathing and more action. If you are thinking that starving one school will bring people to the other, you are wrong. We need to address this asap and do something concrete for all the kids who are the ones suffering. Stop instilling more hate in the community and bring everyone together. That's what parents and kids want!

The unification feels forced upon both schools to fix the segregation issue that is frankly caused by mismanagement of the district. The school district has done nothing to help with the unification at this point other than provide sheets of paper and marker pens and tell parents to go figure it out.

By threatening to underfund Willow Creek Academy, many years of hard work to help ESPECIALLY the low-income students and English learners at WCA is being endangered. Every meeting that I ever attended at WCA was focused on helping our diverse student body and to make everybody welcome and successful. All of that is being thrown away by underfunding WCA.

It is sad to see this being played out on the backs of our children. The district board should be ashamed of themselves for hiding behind lawyers and spreading fear and uncertainty WHICH ULTIMATELY IMPACTS ALL CHILDREN IN THE DISTRICT.

These children will live long lives and they will forever remember if you screw up their childhood.

I feel like the school board shows no interest or desire to help WCA survive. I also feel the school board has made no steps to helping the unification process. Lastly, I feel Dr. Garcia's responses to letters from WCA in regards to the unification process is ridiculous and not helpful at all.

Work groups were not given guidance. And there have been n conversations about school structure and location. We can make meaningful unification progress without structure decided on. And deciding on structure may be a long process of evaluating other models of successful integration and education for a racially and socially diverse population. I have not heard of anyone researching models that have a track record. But we know from the long track record of this district that a traditional public school does not meet the needs of African American and low income students. We have to be free to go outside of the norms. It is the norms that society must reject to achieve full racial and social integration. Let it start with us.

I think people should realize how BIG a project this is under a very SHORT time frame. So while I hear of process things that can be improved I believe much more perspective should be given to seeing the big picture before communicating negative issues and swaying many groups of people we need to stay interested and lean in more to help this important big undertaking. Our leaders, parents and community members have the power to make this dream die or fly. Having the wisdom to helicopter up now and then to see the forest over the trees (or weeds) would be in the best interest of all the kids in 94965. This is critical of our WCA leaders who can sway large groups of people with one negative sentence or negative tone. One can still point out challenges

and areas of improvement in a way that keeps people engaged and interested to be part of the solution. Its an emotional ask but one we need our leaders to embrace.

Get ahead of flight. WCA and SMCSO should have agreed to the bones of a plan before the budget cuts came into play and before flight was triggered. The public process should have put meat on those bones in an enthusiastic way.

Please use the formula that works for the kids. WCA will work for all kids

Sustainability of WCA and trust in leadership / boards is critical.

It is disheartening to see how WCA's needs and voice are being ignored in this process, the disillusionment and even flight of WCA families already, and the uncertainty for WCA's future and funding that is undermining confidence in this process, and our kids' education and future. WCA is a great, thriving school, and should be the model and base for any unification discussion. But it seems like the discussion is the other way around. The simple fact is that most of the parents at WCA are very happy with the school (which serves the vast majority of the kids in the district) and are not at all pleased with the thought of it being absorbed into what is currently the traditional public school option in Sausalito, especially under the current Board leadership.

Would love to see a clear plan from the district, since the work groups are working with unclear goals. Need to solidify overall goals first (one campus / two campuses).

Meetings were not equitable to all members. Preference was given to Bayside since that mtg happened first

Prefer all kids together k to 8. -

keep as charter school, not public school mediocre school system ruled by public employees, prefer parent involvement 100% to have a say on how our kids are being raised.

Until we get a more open-minded and committed to ALL schools school board, process is futile. Mary Jane Burke's agenda's of eliminating Charter schools needs to frankly talked about as well.

WCA is a functioning school. Evaluate the students at BMLK and send those that are testing at their grade level or 1 below to WCA. The balance of kids at BMLK would then be best served by an advantaged student/teacher ratio and their special needs (learning disabilities, discipline issues) best addressed.

I am concerned with the “reverse discrimination” against perceived “white” children and families.

The folks in marin city appear to hate all wca. Not sure how to overcome such strong finger pointing and blame for I’m not even sure what. Wca seems to open their arms to all students in the district while the opposite comes from bayside mlk. Unification would need both sides accepting of all students.

I honestly feel that a big part of the school failure at bayside mlk is due to the difficulties in the home life and lack of parental guidance and involvement with the children who attend. They therefore have great challenges educating the students. Maybe these special circumstance children require extra attention to be given a chance. I don’t think unification will address this. The high need students need to receive special attention not unification. That would just disrupt the remainder of the class. So I suppose unification yes, if high needs kids can remain separate to get what they need.

Feels like project management of the overall process is missing so I have little confidence that it will be successful right now.

This process was not handled in the right order. The right order would be:

- 1) District and WCA boards come together to align on how to sustain the programming at both schools to retain families in the District while we work through the decisions and processes of integrating
- 2) District and WCA boards put together and vet structure and governance options for the future school then present and engage the community in dialogue about each and use community input to make an informed decision
- 3) then get the workgroups together to support the flawless execution of the chosen direction.

The new Superintendent and District School Board are actively working to cripple Willow Creek and they have broken my trust as a citizen. Ida Green is a revenge-driven leader and should be removed from office as she is a detriment to our children. God bless Josh Barrow.

Please recognize the need to support and build on the success at both schools as we work to unification. We need district leaders to start acting to help so families can feel valued, part of the envisioned future and can lean into the unification process.

I'm involved at a higher than average rate for WCA parents, and I feel there is almost no information sharing at all. There is a calendar full of events, workshops, and meetings about

unification, and almost nothing about what is actually happening and no way to ascertain that the core concerns of the WCA parents are being addressed.

severe lack of integrity at the district board level and frankly the state attorney general. this is a time to look after our children. not politics. at the moment, Sausalito parents are funding the education of all children (Sausalito and marin city) through property taxes, SMART fund, and other contributions.

I hope it can happen so that all children in our community have a real chance in life.

I'm furious that there is no resolution on the budget and I haven't had psychological security. I don't know what kids' future holds in terms of a school they love and that's a terrible feeling. I'm disgusted with this process.

The new school MUST have a new name, but I think it should deliberately build a new code of conduct, values and vision drawn from BOTH schools. Also, I'm eager to understand how/when the assessment process of what is working and what is NOT working at each school will begin. I'd like that to be a transparent, inclusive, creative process to DESIGN this new school that is not a Frankenstein version of the existing schools, but instead a smart synthesis of a future vision for success.

If we take our time, not rush it, and do it right (while financially supporting BOTH schools in the interim) there is a chance for something wonderful here.

I want a school and administration that is solid. That was the difference between the two schools. Not the budget, but the staff and the community. I trust the board and the staff at WCA and years of hard work from not only the teachers, but the parents, have made the school what it is today. It didn't happen overnight. Bayside/MLK has finally had a bit of stability in the last couple years with regards to the leadership and now that school is thriving. I trust that having a board like WCA, ensures we have a voice at the district, county and state levels. Parents and teachers love WCA because they have helped to build it. I hope that all the hard work will not be dismantled.

Unification needs to involve the teachers and staff and WCA - as they are part of what makes WCA an awesome school - WCA is working, so I am in favor of sticking with a majority of the WCA approach to education, community and parental involvement and I would like to see our teachers continue teaching at the unified version of the school. Based on numbers, it seems that the Bayside kids could easily become part of the WCA community.

I do not want to unify, if that means losing everything that is beautiful and special about WCA. I

also believe it is important to retain the public charter school format. This community needs the flexibility in teaching methods that charter schools provide.

There are so few children in the middle school at Bayside MLK, is it possible to unify this piece sooner?

I worry that there is too much of a cultural difference between Sausalito and Marin City for there ever to be true unification. I wonder if a district split would be more appropriate, where Sausalito has its own school district and Marin City has its own as well. There used to be over 50 school districts in Marin County and now there are 19. Making a 20th would not be unreasonable especially given the cultural and community uniqueness of Both communities. Furthermore examples of exclusion and heterogeneity are already present in many other Marin county school districts; why should Sausalito and Marin City be forced to diversify when others aren't?

There has been a lack of communication from the district. The process is seemingly both active and stalled at the same time. The DAG seems to have evolved into a more focused forum for unification though those meetings are not publicized. The district has made no formal agreement for supporting WCA through the transition and as a result WCA is hemorrhaging students. The district is hyper focused on WCA dropping lawsuits vs resolving the underlying issues which would result in a smoother transition and more successful unification.

Please engage the wonderful educational professionals (teachers at both schools, principles at both schools, and other professionals) to come up with solutions that make the most sense using educational expertise and knowledge of the resources.

Allowing for a broad range of community members to dream and scheme and reinvent the wheel is incredibly frustrating and upsetting. I am especially concerned about what the instability is doing to our dedicated and skilled staff. Will not be surprising if we start losing professionals who have been deeply committed to meeting the needs of the kids of our district, most especially kids in need from Marin City. Why start again with a grande, if not well-intentioned experiment?

School board is on it's on agenda and has thwarted any trust we might have developed for this process to happen

I am deeply concerned about the lack of professional planning in this process. At present, I believe the purported goals are not well defined or realistic.

It seems like it has been a mess (the meetings and the process). I wish we had some definitive answers about moving forward as one school before the entire WCA community jumps ship.

I'm quite skeptical of the process. It feels very much like this is an anti-charter political game being waged with school children used as pawns. I feel this district is structurally broken and one school, two schools.... It won't matter in the end. The district is out of scale with its overhead vs amount of students and has always struggled to meet the needs of all students in its purview. I feel like, even though the charter school does a lot more with much less funding, the ideas and structure of the charter will be ignored. I suspect this is due to politics of unions via county and state elected officials. In short, I don't think this district can overcome its persistent problems by shuffling kids in buildings or by creating a "community school". I feel merging with a larger district like Mill Valley will improve the economy of scale problem and create more educational and social opportunities for disaffected students.

Unification is not the same as a forced merger. The majority of the district students chose WCA for its diversity, inclusion, sense of community, project based learning and high quality teaching and strong leadership. Bring our schools together in a way that preserves the best of both schools. The unification process has not been informed by governance or structure and so many questions remain unanswered and lots of anxiety prevails, especially around maintaining essential programming at WCA. We should be able to merge our community outreach efforts, fix attendance problems district wide and close the achievement gap in our black and brown students, together with concentrated resources for these kids with highest needs in both schools as they come from the same community regardless of what school they attend.

If the district management goal is to have the fewest district students with the most overhead possible, you're doing a great job. If your goal is to create better education for all, do something more meaningful than a survey —allow a board that is truly representative of the district to guide this process.

I feel like the unification process has had very little communication beyond meetings which are difficult to make. The group I was involved with only retread the same tired lines that it sounds like have been discussed for years, and didn't feel like it accomplished anything besides entrenching both sides. Before a good unification can take place, these issues MUST be resolved. To me it feels like WCA is hanging on by a thread, between the funding problems, teacher morale/flight, and family flight. All the problems have not been addressed in any way that I can see, just band aids. We don't know basic things about the unification even after a year or more.. will it be k-8, what will the staff look like, etc. It seems very dysfunctional from the

parent's standpoint.

Is there any other feedback you would like to offer about unifying the schools?

BMLK

i think the other school campus post-unification should still be used to benefit all children in some way to benefit all children in some way,at no cost to the community or maybe volunteer ran

Im hear comments about race with parents from Willow Creek. I dont like my kids went to the place.

Please do not disperse the great people at BMLK students & staff WC?-JUST STOP STEALING OUR TAX DOLLARS AND ENERGY

WCA

If the schools merge to one Charter school, there should be some guidelines that allow removal or strong consequences for students who are problematic/distracting and taking away from the overall experience of the other students.

please listen to the community to understand what's best for our children, politics aside. all of them deserve an equal opportunity to resources for a successful future. sausalito deserves and needs a good school.

it's key my kids can safely walk to/from school - it's close and neighborhood has lots of kids walking/riding too, and also important that middle and elementary schools have synergies because I have a 6 and 12 year old. Time together (buddies, PE, events) is beneficial so younger gets exposure mentor ship and older role model "friends" and the older kids can mentor befriend and role model for the younger kids.

The gardens and gardening really need to be revitalized - chickens, plants, growing things - it

was such a wonderful part of the school.

Please do what's in the best interest of helping this generation of students and those who follow succeed. To the best of your abilities do not allow politicians outside the community to bully the residents of SMCSD and force poor decisions for the sake of their own re-election and perceived merit by forcing action to resolution. Let's not make this unification about race or socioeconomic factors, but rather which campus offers the kids the best environment & opportunity to learn / grow / excel.

How we work it out for the well-being of our students and our community, since we implemented the WCA there has been an awesome influx of families moving into Sausalito, many years ago there were only a few families living here, which is very sad, families and kids are our future!

I just pray that my son will remain focused and attentive in school

Do not know

Please keep our wonderful school going and have one big strong school that services everyone

The unification process is not collecting community input effectively or working in an organized or systematic way. It needs to first address threshold issues such as stemming family flight and creating a stable environment to have a productive dialogue including restoring funding to WCA during discussions. And, the Board must enhance trust by committing to doing the best for ALL children receiving a public education, not just the students who attend the traditional school. Next, the process must address governance issues including restoring and retaining trust, commuting to transparency and actual dialogue and exploring the right governance model taking the best of traditional public and charter models. Most important is to build on the success of the district in attracting kids back into the SMCSD over the past decade not driving everyone away.

I hope it brings much needed attention to the decaying WCA campus. How ridiculous to have the largest better performing student body in such a small repair needed campus.

Concerned about some aspects of the community that seem to be incorporated in BLMK such as religion, and not knowing some of the volunteers and outside influences that may have access to my children.

We should start combining field trips for both schools

I'm not supporting unification as it failed in the past and will fail again . We can't expect different results while doing the same thing. Willow creek is an example of diversity, academics and

parents involvement. I don't understand why we can't have two schools in the same district. Children and parents should have a choice and not be forced to do something because they don't have a choice.

Please hurry to get information out, many parents are looking at other options.

Please build trust and retain enrollment in district schools, including WCA, by restoring funding during the unification discussions. We all want unification but there needs to be trust in the process and a sense that the district cares about all of the kids, including those attending WCA, and that providing an excellent education in an integrated setting is more important than politics. Also, please be open and willing to look at why 80% of the kids in the district chose Willow Creek and what you can learn from that leadership and example.

The schools needs to be aligned in many ways and seem like they are one school. When kids transition from one to the other, as they grow, it should be seamless. Teaching philosophy (project based learning) needs to be implemented at both schools. The role of the middle school is to prepare them for high school. We need to pool resources always. Both schools have a lot to give, us the numbers and structure, Bayside the resources and the enthusiasm and passion to succeed.

You are doing a difficult and important job.

This process has dragged on for long enough. Let's please secure jobs for our teachers, and move forward.

Results by Race/Ethnicity

Which school does your child (or children) attend?

	Asian		Black		Latinx		NaHI/ PI		2 or More		White	
BMLK	2	25%	20	67%	11	73%	1	100%	4	15%	2	4%
WCA	6	75%	10	33%	4	27%			22	81%	54	96%
Both									1	4%		
Total	8	100%	30	100%	15	100%	1	100%	27	100%	56	100%

About 500 children attend school in the SMCS D. Would you prefer they are educated on one campus or two campuses?

	Asian		Black		Latinx		NaHI/P I		2 or More		White	
1 campus	5	63%	1 6	50%	7	44%	1	100%	9	33%	22	39%
2 campuses	2	25%	1 3	41%	8	50%			14	52%	14	25%
No preference	1	13%	3	9%	1	6%			4	15%	21	37%
Total	8		3 2		16		1		27		57	

Note: 2 or More includes respondents who specified specific race/ethnicities & the 2 or more category percentages > 100% due to rounding

If you prefer one campus, which campus?

	Asian	Black	Latinx	NaHI/ PI	2 or More	White
BMLK campus		11	5	1	1	
WCA campus	5	5	2		8	21

If you prefer two campuses, which configuration?

	Asian	Black	Latinx	NaHI/ PI	2 or More	White
Elementary & middle	1	13	3		9	11
Pre-K - 1st & 2nd - 8th	1		2		2	
No preference			3		2	

Comments: We prefer staying at Willow Creek (Two or More Race/Ethnicities)

2 schools one charter 1 traditional OR all charter 2 campuses (White)

If you prefer an elementary & middle school on different campuses, which should be at which campus?

	Asian	Black	Latinx	NaHI/ PI	2 or More	White

				PI	More	
Elementary at BMLK & Middle at WCA	1	5	2		4	1
Elementary at WCA & Middle at BMLK		4			5	10
No preference		4	1			1

If you prefer Pre-K through 1st grade on one campus and 2nd grade through 8th grade on the other, which should be at which campus?

	Asian	Black	Latin x	NaHI/PI	2 or Mor e	White
Pre-K to 1st at BMLK & 2nd-8th at WCA	1		1		1	
Pre-K to 1st at WCA & 2nd-8th at BMLK			1		1	

How does your child (or children) get to school?

	Asian		Black		Latinx		NaHI/PI		2 or More		White	
Bike									1	4%	2	4%
Bike, Bus	1	13%										
Bike, Bus, Car											2	4%
Bike, Car									1	4%	2	4%

Bike, Car, Walk									1	4%	5	9%
Bike, Walk											1	2%
Bus	1	13%	2	6%	2	13%			1	4%		
Bus, Car									2	7%	1	2%
Bus, Car, Walk											1	2%
Bus, Walk			3	9%								
Car	5	63%	9	28%	10	63%	1	100%	9	33%	18	32%
Car, Walk	1	13%	5	16%	1	6%			6	22%	11	19%
Walk			13	41%	3	19%			6	22%	14	25%
Total	8		32		16		1		27		57	

Note: Percentages totaling > 100% is due to rounding

Where do you live?

	Asian	Black	Latinx	NaHI/PI	2 or More	White
Central Sausalito	1		1		7	13
Fairfield			1			
Floating Homes/Houseboat Community					2	3

Just moved to Corte Madera						1
Larkspur			1			
Low income boat marina						1
Marin City Golden Gate Village		10	2	1	4	
Marin City Hills		2			1	4
Marin City Other		6	2		3	1
Marin City Ridgeway	4	5	1		2	1
Mill Valley		2	1			4
n	1					
North Sausalito	2	3	1		3	13
On a regular power boat in a marina (not a houseboat community) in Sausalito						2
San Rafael			5		1	5
South Sausalito					3	9

Unification Process

Did you participate in the unification process?

Race/Ethnicity	Number Yes	% Yes
Asian	2	25%
Black/African American	21	66%
NaHI/PI	0	
Latinx	9	56%

Two or More Races	13	48%
White	36	63%

In what ways have you been involved?

	Asian	Black	Latinx	NaHI/PI	2 or More	White
Attended town hall(s)	2	4	5		4	14
Attended town hall(s), Childcare for meetings		1				
Attended town hall(s), Courageous conversations					1	
Attended town hall(s), Participated in work group		5	2		5	17
Attended town hall(s), Participated in work group, DAG					1	1
Participated in work group		3				4
school board meetings, watching videos, and talking to parents					1	

How do you feel unification is going?

Race/Ethnicity	Average
Asian	2.0
Black/African American	2.6
NaHI/PI	No Response
Latinx	2.7
Two or More Races	1.9
White	2.2

Scale: 1= Not Well At All; 5= Exceptionally Well

To what extent do you feel your voice has been heard in the unification process?

Race/Ethnicity	Average
Asian	2.0
Black/African American	2.3
Latinx	2.4
Two or More Races	2.4
White	2.4

Scale: 1= Not Well At All; 5= Exceptionally Well

In general, what characteristics do you believe make a high-quality K-8 school?

Asian

Keeping students interested in coming to school everyday
High caliber teachers and strong and varied curriculum
education and accountability
Great teachers, principal, parent involvement
WCA is the best

Black or African American

The fundamentals.
socio-emotional learning, civic engagement
Instruction top quality caring &empathetic invested teachers variety of on and off campus learning
The Love and support in education
Diverse, inclusive, academic excellence, strong parent community
Diverse, inclusive, academic excellence, strong parent community
Student test results are at grade level or higher. Engaged, committed teachers and staff. Extracurricular activities. Community involvement.
Integrity and trustworthy
Great teachers and high expectations
Good education
Diversity
Diversity
High expectations from teachers, administrators, board, of all children.
Togetherness equality

Education kindness safety
caring staff
High quality education
Behavior plan
staff respectful of children and parents
teachers remain professional and have ahead for their students
Actions speaks louder than words! I honestly think that a lot of the teacher and staff are thinking about the school more then they are with educating our children.The whole year Ive been like we trapped in some sort of school work
Dedicated parents

Latinx

Education
Different learning styles. Children having opportunity to experience different things that they might not other wise
A charter based curriculum, with dedicated staff, and involved patents/guardians.
Strong social emotional support and academics. PLUS parents commitment and participation.
Aprendio de valor
An involved staff working together, Effective discipline, Leadership, Variety of instructional techniques.
One campus program diversity
seperating grades all grades even at recess etc
goals and direction

be secured and organized
more chances of diversity
more diversity
equal education for kids who are little slower others deserve more help
I like how to take care of he students

Two or More Races (includes respondents who specified specific race/ethnicities & 2 or more)

an inclusive academically challenging and high quality
A good tight-knit community, engaged parents, great teachers, good funding levels.
Fully differentiated teaching. From special education students up to gifted and talented students. The availability of art, music, science, technology, and foreign languages. Project based learning
good teachers. Engaging academics
CLOSE TO OUR HOUSE TEACHERS OF COLOR ,UNION
relationship educators have with children.As educators assist with physical,emotional and intellectual interactions
Truth, humor, skill building,homework, accountability
Top notch teachers/staff, involved and caring parents/community, a positive environment that instills the value of respect/responsibility/kindness, integrity/compassion, hard work and a love for learning, a well-maintained/upgraded beautiful campus and grounds with gymnasium, a robust academic curriculum in the upper grade levels for better preparation to High School and beyond.
holistic/integrative whole child approach —the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location. It prepares the child for life, not just for testing.

strong academics, differentiated learning, restorative justice, curious qualified teachers, inclusive compassionate culture, safe and well maintained school, healthy school meals programs, outdoor learning, school unity, athletic sports teams and arts programs.
Diverse community participation, sound academic programs, good enrichment programs
Rigorous education, high standards, as few distractions as possible
1. Safe behavior and zero tolerance for bullying and inappropriate behavior. 2. Science, math and language enrichment programs. 3. Active parent and volunteer groups who contribute time and money.
academic standings/scores, elective offerings, high-school preparedness, diversity, student/teacher ratios, and overall vibe/happiness of school community
passionate dedicated qualified teachers /staff and parent involvement
Smaller class sizes with appropriate teacher or assistant teacher to student ratio. A student-focused engagement based curriculum, robust enrichment programs, healthy cafeteria food options and ample resources for kids of all learning abilities.
Interaction between grades, w/mentoring opportunities; clubs for middle school; attention to the whole child, not just academic success. Middle school focus on moving on to high school.
Excellent and engage teachers
Diverse student body, motivated teachers, modern & progressive teaching methods
Vertical alignment, school climate, culture of care, academic rigor
To have available as many resources for all students as possible, including art, music, sports, language!
Understanding and patient, the teachers that work with the kids to teach them the best way possible
Do not know
Inclusion, positive attitude, open minded, creative, high expectations of kids, offer more than just academics

White

Teachers and environment in which they learn
low teacher/staff turnover, "electives" such as music, art, PE, bilingual spanish/english education, friendly and safe campus
My child has the resources he/she needs to succeed (whether that is materials, teacher attention, psych support, IEP, etc.). A school that builds self-esteem and self-worth in students, along with measurable academic gains that meet or exceed designated benchmarks.
Strong academics, coupled with project based learning and good electives
Excellent teachers
Great leadership, excellent education, a welcoming, inclusive and equitable environment, strong restorative justice models, project based learning and access to music, languages and arts. School campus(es) should be safe and the school administration should be highly responsive to the community and transparent in the efficient use of public funds to benefit children and the classroom, not overhead.
Great teachers, committed parents and students
Involved parents; small class size; dedicated teachers; aids for classrooms; emphasis on art, music, foreign language; gardening program and outdoor PE; diverse student body; high test scores
Parent involvement, accountability for child behavior
Enrichment programs, STEM focus and diversity
Programs, teachers
Most important are the teachers! Then a student body of committed students that are there to learn, who can stay in school, and arrive on time. This requires excellent parent involvement.
Great teachers and involved parents
Dedicated teachers and a strong PTA. Art and music, strong PE and most of all, strong curriculum.

<p>Amazing teachers, real world reflective community of families and students (socio-economic, culture, learning difference, complete diversity), Strong leadership you can trust to guide the direction of the school like the Head of School at WCA and the WCA board, project based real-world team based learning, social emotional foundation to the curriculum, and a rich offering of programs from music, art, language, technology, and more.</p>
<p>arts, second language education</p>
<p>Quality staff, a non-biased District School Board (non-revenge-seeking)</p>
<p>Same thing that makes WCA a great school: engage teachers and parents; diversity</p>
<p>An inclusive environment that provides students the opportunity to reach their potential. This includes things like project based learning to support diverse learning, ample support specialists to aid highest needs children, and programs like technology/STEM, the arts, world languages that challenge students. Also programs like algebra that prepare students for high school. Finally culturally relevant curriculum that makes all students envision success and celebrate our uniqueness.</p>
<p>Involved parents, good communication, the ability to implement new ideas and be flexible in response to student need. Also for less \$ being spent on Administration (county) and more \$ spent on teachers and staff.</p>
<p>STRONG PARENT INVOLVEMENT. You needs active, reliable, engaged parents to pick up the load that would otherwise drag down teachers, administrators and staff.</p>
<p>involved parents</p> <p>strong academics</p> <p>diversity</p> <p>good faculty and administration</p> <p>safe environment</p> <p>tone of integrity, accountability</p>
<p>Academic rigor, inclusion, focus on creative thinking and problem solving</p>
<p>Diversity, inclusion, academically rigorous, small class size, project- based curriculum</p>
<p>Don't change WCA - experiments take a long time to work and this one is working well now!</p>

<p>focus on all-ages community, strong connection between kids from K-8. ONE school, ONE community. focus on strong academics for ALL kids and programs under ONE roof to allow for cross-pollinization and collaboration. focus on FUN and school PRIDE about what makes our kids different, unique, and yes, best poised to LEAD in this world. I truly believe what a combined WCA/BMLK can represent is a vision of hope. Let's do this.</p>
<p>Commitment to progress for all levels of student</p>
<p>community involvement.</p>
<p>Community and parental involvement, teachers and staff that feel happy and supported.</p>
<p>Safe and reliable teachers, parent community involvement, ethnic programs, art, music, sports. Counseling resources and safe grounds</p>
<p>High achievement, high expectations, clearly communicated goals and expectations, positive/safe/inclusive/healthy learning environment, extracurriculars, high-quality teachers, discipline</p>
<p>Inclusion, diversity, safety, challenging project based learning, language offering, art, music, family involvement, healthy food.</p>
<p>Active community members and a straight board. Not crooked</p>
<p>Parental involvement, social and peer responsibility, academic rigor (reading, writing, STEM), elective opportunities (music, art, drama)</p>
<p>Parent involvement and enthusiastic teachers.</p>
<p>Diverse, secure/safe campus, well-funded, small class sizes, dedicated teachers, staff provided with professional development opportunities, parent involvement, well-rounded education offerings (including arts, foreign language, STEM subjects)</p>
<p>Parental Involvement and teacher quality.</p>
<p>Small classes, project based learning, multi disciplines, connection to community.</p>

WCA has been a thriving school. Instead of reinventing the wheel (!!), please use the powerfully successful models that have been established to benefit all the kids in the district.

With Unification comes the opportunity for more resources to meet the needs of higher risk, lower performing students - a wonderful possibility! More student support specialist! More professionals in the classroom! And more of the following, which has worked so well at Willow Creek:

- Engaged, well-supported staff with great experience in innovative approaches.
- Project-based learning.
- Strong focus on social/emotional learning.
- Well established restorative justice program
- Celebration and engagement with diversity of students through cultural Exchange, racial and social justice education

Excellent teachers

Responsiveness to kids and parents, project learning, quality food, good after school options Strong and supportive academics

Leadership from the Board level, to principle to teachers to staff are all competent, qualified and dedicated to educating kids regardless of race, socio-economic status, or choice of school type. I believe in project-based learning, restorative justice and a school that brings kids together from a multitude of backgrounds. If unification will be successful the District should work to build trust with WCA and commit to retaining enrollment in district schools through unification by restoring funding to the class rooms.

High academic standards, wide range of programs, and a consistent application of rules

Inclusion, discipline, creativity, playfulness, academics

Inclusion, diversity, sense of community, great academics, engaged parents and high quality dedicated teachers.

Dedicated teachers and committed parents
Teacher and family engagement, high expectations for performance
School level financial, management and staffing control. No district involvement.
older kids mentoring younger kids but an acknowledgement that each group has different needs/
Curriculum, quality teachers, excellent programs (art, music, etc)
Proven track record, good administration, good reputation, quality education
Diversity, quality teaching staff, quality support staff, exposure to new ideas, a strong restorative justice program.

In what ways do you determine the quality of a "specific" K-8 school? (If you consult online or other published sources, please tell us what sources you use.)

Asian

A teacher enjoys his or her job
state test scores

Black or African American

student and parent survey data
same as above
community came together ready to learn
Culturally relevant curriculum
Test scores, rank by the state,
Test scores, rank by the state,

Word of mouth from parents and online ratings
Efficiency
Test scores and the happiness of the children
Grades and test scores
Community
Community
How does it compare to high performing schools in our county. (curriculum, books, requirements, enrichment activities, parent involvement, diversity of staff
on campus resources
personal visit
Education is the most important thing.I believe that it falls on the teacher & staff

Latinx

Teachers who care about their students improvements
Test scores online best schools.
Whether or not the students feel engaged, that they strive to exceed expectations, (and not simply try and meet requirements), and that they look forward to the school experience/environment.
As a parent, if I see that a school works for my kids and for me when we talk about support and quality of teachers and staff, that's a quality school.
Exelente
2.ed.gov
proficient and excellent

Two or More Races (includes respondents who specified specific race/ethnicities)

Talking to parents at that school and listening to things they like or don't like about the school.
Personal experience. I come from a family of K-12 educators. I personally work in graduate education. I have a child with special needs and a child who is gifted and talented. One needs extra help and the other is bored to tears.
Happy children who love to learn and want to be at school
My child's development. The way she expresses herself and help because of their actions
not really sure
greatschools.org
quality staff/teachers/parents willing to put the children first to challenge them to meet their appropriate developmental goals
asking friends and neighbors, online reviews (great schools for example), tours, moms groups, academic scores, sports programs.
Initially online ratings, then touring a school, then parent discussions, then first hand experience.
word of mouth, personal experience, hands on research
High school readiness measured by HS outcomes / college placements
state test results, online rankings, online parent forums, discussing with local parents, tours
test scores, social site reviews/comments (nextdoor, yelp, etc), school website
Online research, first hand & second hand knowledge, standardized comparisons as well
By comparison with other schools, mainly through friends' and family experiences re. what they like and dislike.
The grade it is giving
Talk to parents who have children there.
Community feedback

I look into how many kids graduated and where did they go to HS... as well as how the community helps kids to succeed
The feedback of parents
Do not know
Academics rating, healthy environment, other elective opportunities of growth

White

Friends
The "GreatSchools.org" website provides a number rating on every school and is reported on many real estate websites, e.g. Redfin.
Talking to other parents, Good Schools website
A high ranking
I visit the campus and consult parents of children attending the school and the children. I review school websites and generally rely on anecdotal information related to test scores etc.
Greatschools.net, tour of the school
Greatschools.org, word by mouth
Scores, diversity, STEM, arts/mudic
My child's feedback. I am in the classroom as volunteer at times.
I would want to know the overall test scores for each class as well as knowing what resources the school has to help children of differing needs accomplish their academic goals.
Niche.com; parent groups
You can look at Greatschools.org, you can look at the standardized testing, but mostly I look at the school itself - the teachers, leadership, community of families surrounding it, and the experience my daughter herself is having.
the existence of arts, second language education

Grades, Success, General Happiness
1) Engagement and connection to my kid's teacher (so, track record based on personal experience; 2) State ranking
Great schools, CA dashbosrd, visiting a school and hearing from community members and families.
If I were to determine the quality of education based on online recourses it is websites like niche that evaluate based on national not just CA.
personal visit to the campus to meet with administrators and see how well things work. Then the online statistics, which only tell a part of the story. Greatschools.org
my own mind / experience
I look to whether the students are engaged and challenged and having fun while they learn
Academic outcomes, high school readiness, teacher/staff retention,
teacher student ratio and relationships, project based learning, budget and resources
not sure I understand this question... but yes, published articles.
Multiple online sources.
test scores. Word of mouth. I look at the size and the culture. Inclusive, open to ideas and new programs, diverse, different approaches to learning...
visiting the school and talking to parents of students - do kids like school, student behavior (classroom disruptions, bullying)
Curriculum, programs, after school programs, safety, competent teachers and staff
Look at online resources, community forums, and visit the school
Community.
Parent feedback, campus tour, review of board officials and budget
Meeting and exceeding state standards
Test scores, web reviews (Niche, Yelp, GreatSchools, CA Dept of Ed website)

The engagement of the children. Are they creating, growing, and learning skills?
A great way to measure this with Teacher evaluations of each student.
Great schools. Test scores. Parent reviews.
Test scores
My own assessment, and other parents' experience
I consult friends, community and kids' opinions. I also expect every jurisdiction in California to have high functioning public schools
Academic outcomes. ELA & Math test scores relative to the state and national peer groups
don't really look at outside measures. check how my kids are doing on map and caasp testing and also how they are enjoying learning and social aspects
Commitment to diversity, supportive parents, sense of community and high quality academics.
This question is unclear. I'm guessing at what is being asked, but I believe school qualities that are important are, in no particular order: testing metrics, graduation rates, parental participation, student retention, teacher satisfaction, student satisfaction, variety or curriculum, open dialogue...
Quality of teaching staff, resource allocation
Greatschools.org
Word of mouth/reputation, comparative/comparable testing scores to other schools
Word of mouth

Do you have other thoughts about unification that you would like us to know?

Asian

Must put what happened in past behind us and look/move forward. We need a solution for all students in district. Really unfair for WCA to not get funding it needs/deserves to serve 80% of students in district.

better representation from the Marin City families

Black or African American

Unification of colored kids

Need more parent involvement from MLK school. Their voices are not being heard, only community members which shouldn't be.

Need more parent involvement from MLK school. Their voices are not being heard, only community members which shouldn't be.

Parents need to see academic results FIRST before sending their kids to a school. If the results are not there, e.g., BMLK, it would not even be an option to send my child there. I'd go private, home school or out of district before doing so.

Please make sure our kids get everything they deserve

Lack of parent voices of families of color,

Very minimal objectivity from Supt., SMCS D Board, one way thinking - not inclusive of both communities.

integrate the community use campus 24 hrs build small businesses opportunities

Just cant wait to itis over ,seem like the interior school district is focus on just that.Its really

been a big headache.The children should be first on all of list.And at this particular time its just not the case.Money is first in this school district and you can tell

Latinx

As a Sausalito resident for more than 30 years it has been my experience that the district has consistently had problems creating a thriving school environment that helps a child easily transition from K-8, to High school, and extended education. Their approach has never created purely public system that didn't have issues. Although Willow Creek had it's growing pains, it now is a thriving and fantastic example of what a school can and should be. A public charter is a far better option for the children of Marin City and Sausalito.

Less breathing and more action. If you are thinking that starving one school will bring people to the other, you are wrong. We need to address this asap and do something concrete for all the kids who are the ones suffering. Stop instilling more hate in the community and bring everyone together. That's what parents and kids want!

make sure all teachers are qualified to teach their certain job at these schools

Two or More Races (includes respondents who specified specific race/ethnicities)

The unification feels forced upon both schools to fix the segregation issue that is frankly caused by mismanagement of the district. The school district has done nothing to help with the unification at this point other than provide sheets of paper and marker pens and tell parents to go figure it out.

By threatening to underfund Willow Creek Academy, many years of hard work to help ESPECIALLY the low-income students and English learners at WCA is being endangered. Every meeting that I ever attended at WCA was focused on helping our diverse student body and to make everybody welcome and successful. All of that is being thrown away by underfunding WCA.

It is sad to see this being played out on the backs of our children. The district board should be ashamed of themselves for hiding behind lawyers and spreading fear and uncertainty WHICH ULTIMATELY IMPACTS ALL CHILDREN IN THE DISTRICT.

These children will live long lives and they will forever remember if you screw up their childhood.

I feel like the school board shows no interest or desire to help WCA survive. I also feel the school board has made no steps to helping the unification process. Lastly, I feel Dr. Garcia's responses to letters from WCA in regards to the unification process is ridiculous and not helpful at all.

Work groups were not given guidance. And there have been n conversations about school structure and location. We can make meaningful unification progress without structure decided on. And deciding on structure may be a long process of evaluating other models of successful integration and education for a racially and socially diverse population. I have not heard of anyone researching models that have a track record. But we know from the long track record of this district that a traditional public school does not meet the needs of African American and low income students. We have to be free to go outside of the norms. It is the norms that society must reject to achieve full racial and social integration. Let it start with us.

Not at this moment ,but I will contact you should I come up with something

I think people should realize how BIG a project this is under a very SHORT time frame. So while I hear of process things that can be improved I believe much more perspective should be given to seeing the big picture before communicating negative issues and swaying many groups of people we need to stay interested and lean in more to help this important big undertaking. Our leaders, parents and community members have the power to make this dream die or fly. Having the wisdom to helicopter up now and then to see the forest over the trees (or weeds) would be in the best interest of all the kids in 94965. This is critical of our WCA leaders who can sway large groups of people with one negative sentence or negative tone. One can still point out challenges and areas of improvement in a way that keeps people engaged and interested to be part of the solution. Its an emotional ask but one we need our leaders to embrace.

Get ahead of flight. WCA and SMCSO should have agreed to the bones of a plan before the budget cuts came into play and before flight was triggered. The public process should have put meat on those bones in an enthusiastic way.

Please use the formula that works for the kids. WCA will work for all kids

Sustainability of WCA and trust in leadership / boards is critical.

It is disheartening to see how WCA's needs and voice are being ignored in this process, the disillusionment and even flight of WCA families already, and the uncertainty for WCA's future and funding that is undermining confidence in this process, and our kids' education and future. WCA is a great, thriving school, and should be the model and base for any unification discussion. But it seems like the discussion is the other way around. The simple fact is that most of the parents at WCA are very happy with the school (which serves the vast majority of the kids in the district) and are not at all pleased with the thought of it being absorbed into what is currently the traditional public school option in Sausalito, especially under the current Board leadership.

Would love to see a clear plan from the district, since the work groups are working with unclear goals. Need to solidify overall goals first (one campus / two campuses).

Meetings were not equitable to all members. Preference was given to Bayside since that mtg happened first

Prefer all kids together k to 8. -

keep as charter school, not public school mediocre school system ruled by public employees,

prefer parent involvement 100% to have a say on how our kids are being raised.

White

Not unifying is not an option. We need to have more faith! Also, we need to keep a school in Marin City.

Until we get a more open-minded and committed to ALL schools school board, process is futile. Mary Jane Burke's agenda's of eliminating Charter schools needs to frankly talked about as well.

WCA is a functioning school. Evaluate the students at BMLK and send those that are testing at their grade level or 1 below to WCA. The balance of kids at BMLK would then be best served by an advantaged student/teacher ratio and their special needs (learning disabilities, discipline issues) best addressed.

I am concerned with the "reverse discrimination" against perceived "white" children and families.

The folks in marin city appear to hate all wca. Not sure how to overcome such strong finger pointing and blame for I'm not even sure what. Wca seems to open their arms to all students in the district while the opposite comes from bayside mlk. Unification would need both sides accepting of all students.

I honestly feel that a big part of the school failure at bayside mlk is due to the difficulties in the home life and lack of parental guidance and involvement with the children who attend. They therefore have great challenges educating the students. Maybe these special circumstance children require extra attention to be given a chance. I don't think unification will address this. The high need students need to receive special attention not unification. That would just disrupt the remainder of the class. So I suppose unification yes, if high needs kids can remain separate to get what they need.

Feels like project management of the overall process is missing so I have little confidence that it will be successful right now.

This process was not handled in the right order. The right order would be:

- 1) District and WCA boards come together to align on how to sustain the programming at both schools to retain families in the District while we work through the decisions and processes of integrating
- 2) District and WCA boards put together and vet structure and governance options for the future school then present and engage the community in dialogue about each and use community input to make an informed decision
- 3) then get the workgroups together to support the flawless execution of the chosen direction.

The new Superintendent and District School Board are actively working to cripple Willow Creek and they have broken my trust as a citizen. Ida Green is a revenge-driven leader and should be removed from office as she is a detriment to our children. God bless Josh Barrow.

Please recognize the need to support and build on the success at both schools as we work to unification. We need district leaders to start acting to help so families can feel valued, part of the envisioned future and can lean into the unification process.

I'm involved at a higher than average rate for WCA parents, and I feel there is almost no information sharing at all. There is a calendar full of events, workshops, and meetings about unification, and almost nothing about what is actually happening and no way to ascertain that the core concerns of the WCA parents are being addressed.

severe lack of integrity at the district board level and frankly the state attorney general. this is a time to look after our children. not politics. at the moment, Sausalito parents are funding the education of all children (Sausalito and marin city) through property taxes, SMART fund, and other contributions.

I hope it can happen so that all children in our community have a real chance in life.

I'm furious that there is no resolution on the budget and I haven't had psychological security. I don't know what kids' future holds in terms of a school he loves and that's a terrible feeling. I'm disgusted with this process.

The new school MUST have a new name, but I think it should deliberately build a new code of conduct, values and vision drawn from BOTH schools. Also, I'm eager to understand how/when the assessment process of what is working and what is NOT working at each school will begin. I'd like that to be a transparent, inclusive, creative process to DESIGN this new school that is not a Frankenstein version of the existing schools, but instead a smart synthesis of a future vision for success.

If we take our time, not rush it, and do it right (while financially supporting BOTH schools in the interim) there is a chance for something wonderful here.

I want a school and administration that is solid. That was the difference between the two schools. Not the budget, but the staff and the community. I trust the board and the staff at WCA and years of hard work from not only the teachers, but the parents, have made the school what it is today. It didn't happen overnight. Bayside/MLK has finally had a bit of stability in the last couple years with regards to the leadership and now that school is thriving. I trust that having a board like WCA, ensures we have a voice at the district, county and state levels. Parents and teachers love WCA because they have helped to build it. I hope that all the hard work will not be dismantled.

Unification needs to involve the teachers and staff and WCA - as they are part of what makes WCA an awesome school - WCA is working, so I am in favor of sticking with a majority of the WCA approach to education, community and parental involvement and I would like to see our teachers continue teaching at the unified version of the school. Based on numbers, it seems that the Bayside kids could easily become part of the WCA community.

I do not want to unify, if that means losing everything that is beautiful and special about WCA. I also believe it is important to retain the public charter school format. This community needs the flexibility in teaching methods that charter schools provide.

There are so few children in the middle school at Bayside MLK, is it possible to unify this piece sooner?

I worry that there is too much of a cultural difference between Sausalito and Marin City for there ever to be true unification. I wonder if a district split would be more appropriate, where Sausalito has its own school district and Marin City has its own as well. There used to be over 50 school districts in Marin County and now there are 19. Making a 20th would not be unreasonable especially given the cultural and community uniqueness of Both communities. Furthermore examples of exclusion and heterogeneity are already present in many other Marin county school districts; why should Sausalito and Marin City be forced to diversify when others aren't?

There has been a lack of communication from the district. The process is seemingly both active and stalled at the same time. The DAG seems to have evolved into a more focused forum for unification though those meetings are not publicized. The district has made no formal agreement for supporting WCA through the transition and as a result WCA is hemorrhaging students. The district is hyper focused on WCA dropping lawsuits vs resolving the underlying issues which would result in a smoother transition and more successful unification.

Please engage the wonderful educational professionals (teachers at both schools, principles at both schools, and other professionals) to come up with solutions that make the most sense using educational expertise and knowledge of the resources.

Allowing for a broad range of community members to dream and scheme and reinvent the wheel is incredibly frustrating and upsetting. I am especially concerned about what the instability is doing to our dedicated and skilled staff. Will not be surprising if we start losing professionals who have been deeply committed to meeting the needs of the kids of our district, most especially kids in need from Marin City. Why start again with a grande, if not well-intentioned experiment?

School board is on it's on agenda and has thwarted any trust we might have developed for this process to happen

I am deeply concerned about the lack of professional planning in this process. At present, I believe the purported goals are not well defined or realistic.

It seems like it has been a mess (the meetings and the process). I wish we had some definitive answers about moving forward as one school before the entire WCA community jumps ship.

I'm quite skeptical of the process. It feels very much like this is an anti-charter political game being waged with school children used as pawns. I feel this district is structurally broken and one school, two schools.... It won't matter in the end. The district is out of scale with it's overhead vs amount of students and has always struggled to meet the needs of all students in it's purview. I feel like, even though the charter school does a lot more with much less funding, the ideas and structure of the charter will be ignored. I suspect this is due to politics of unions via county and state elected officials. In short, I don't think this district can overcome it's persistent problems by shuffling kids in buildings or by creating a "community school". I feel merging with a larger district like Mill Valley will improve the economy of scale problem and create more educational and social opportunities for disaffected students.

Unification is not the same as a forced merger. The majority of the district students chose WCA for its diversity, inclusion, sense of community, project based learning and high quality teaching and strong leadership . Bring our schools together in a way that preserves the best of both schools. The unification process has not been informed by governance or structure and so many questions remain unanswered and lots of anxiety prevails, especially around maintaining essential programming at WCA. We should be able to merge our community outreach efforts, fix attendance problems district wide and close the achievement gap in our black and brown students, together with concentrated resources for these kids with highest needs in both schools as they come from the same community regardless of what school they attend.

If the district management goal is to have the fewest district students with the most overhead possible, you're doing a great job. If your goal is to create better education for all, do something more meaningful than a survey —allow a board that is truly representative of the district to guide this process.

I feel like the unification process has had very little communication beyond meetings which are difficult to make. The group I was involved with only retread the same tired lines that it sounds like have been discussed for years, and didn't feel like it accomplished anything besides entrenching both sides. Before a good unification can take place, these issues MUST be resolved. To me it feels like WCA is hanging on by a thread, between the funding problems, teacher morale/flight, and family flight. All the problems have not been addressed in any way that I can see, just band aids. We don't know basic things about the unification even after a year or more.. will it be k-8, what will the staff look like, etc. It seems very dysfunctional from the parent's standpoint.

Is there any other feedback you would like to offer about unifying the

schools?

Black or African American

I think the other school campus post-unification should still be used to benefit all children in some way to benefit all children in some way, at no cost to the community or maybe volunteer ran

Two or More Races (includes respondents who specified specific race/ethnicities)

Please do not disperse the great people at BMLK students & staff WC?-JUST STOP STEALING OUR TAX DOLLARS AND ENERGY

If the schools merge to one Charter school, there should be some guidelines that allow removal or strong consequences for students who are problematic/distracting and taking away from the overall experience of the other students.

please listen to the community to understand what's best for our children, politics aside. all of them deserve an equal opportunity to resources for a successful future. sausalito deserves and needs a good school.

it's key my kids can safely walk to/from school - it's close and neighborhood has lots of kids walking/riding too, and also important that middle and elementary schools have synergies because I have a 6 and 12 year old. Time together (buddies, PE, events) is beneficial so younger gets exposure mentor ship and older role model "friends" and the older kids can mentor befriend and role model for the younger kids.

The gardens and gardening really need to be revitalized - chickens, plants, growing things - it was such a wonderful part of the school.

Please do what's in the best interest of helping this generation of students and those who follow succeed. To the best of your abilities do not allow politicians outside the community to bully the residents of SMCS D and force poor decisions for the sake of their own re-election and perceived merit by forcing action to resolution. Let's not make this unification about race or socioeconomic factors, but rather which campus offers the kids the best environment & opportunity to learn / grow / excel.

How we work it out for the well-being of our students and our community, since we implemented the WCA there has been an awesome influx of families moving into Sausalito, many years ago there were only a few families living here, which is very sad, families and kids are our future!

I just pray that my son will remain focused and attentive in school

White

Please keep our wonderful school going and have one big strong school that services everyone

The unification process is not collecting community input effectively or working in an organized or systematic way. It needs to first address threshold issues such as stemming family flight and creating a stable environment to have a productive dialogue including restoring funding to WCA during discussions. And, the Board must enhance trust by committing to doing the best for ALL children receiving a public education, not just the students who attend the traditional school. Next, the process must address governance issues including restoring and retaining trust, commuting to transparency and actual dialogue and exploring the right governance model taking the best of traditional public and charter models. Most important is to build on the success of the district in attracting kids back into the SMCS D over the past decade not driving everyone away.

I hope it brings much needed attention to the decaying WCA campus. How ridiculous to have the largest better performing student body in such a small repair needed campus.

Concerned about some aspects of the community that seem to be incorporated in BLMK such as religion, and not knowing some of the volunteers and outside influences that may have access to my children.

We should start combining field trips for both schools

I'm not supporting unification as it failed in the past and will fail again . We can't expect different results while doing the same thing. Willow creek is an example of diversity, academics and parents involvement. I don't understand why we can't have two schools in the same district. Children and parents should have a choice and not be forced to do something because they don't have a choice.

Please hurry to get information out, many parents are looking at other options.

Please build trust and retain enrollment in district schools, including WCA, by restoring funding during the unification discussions. We all want unification but there needs to be trust in the process and a sense that the district cares about all of the kids, including those attending WCA, and that providing an excellent education in an integrated setting is more important than politics. Also, please be open and willing to look at why 80% of the kids in the district chose Willow Creek and what you can learn from that leadership and example.

The schools needs to be aligned in many ways and seem like they are one school. When kids transition from one to the other, as they grow, it should be seamless. Teaching philosophy (project based learning) needs to be implemented at both schools. The role of the middle school is to prepare them for high school. We need to pool resources always. Both schools have a lot to give, us the numbers and structure, Bayside the resources and the enthusiasm and passion to succeed.

You are doing a difficult and important job.

This process has dragged on for long enough. Let's please secure jobs for our teachers, and move forward.

Sausalito Marin City Schools: Community Survey

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

Equity-focused; evidence-based teaching strategies and curriculum; evidence-based Tier II programming; strong PBIS/SEL program; community-school set up.

Multiple programs to meet all student needs.

Parental support and involvement
Inclusive, supportive and accessible learning environment for all students. Up to date curriculum. Quality teachers who have the resources for professional development, training and curriculum. Parent involvement. All students held to the same standards.
Quality support staff, dedicated educators, a good learning environment, and ready students.
Differentiated learning, project based learning, diversity, strong leadership with dedication to teacher professional development
The community supporting it
Learning core basics - English, math, social studies, science, etc.
simple: high school AND life ready
Academic excellence, enrichment programs such as art and music, discipline, individualized help for those challenged, top notch teachers supported by parents, effective school administrators, county office of education and the community
inclusive, community-run by board with specific and relevant experience, parent involvement, inquiry based / project based learning curriculum, socio-economic and cultural diversity in students and staff, structure and resources that support diverse learning styles, entrepreneurial approach in school leadership, high expectations of all students, restorative justice program, responsive classroom to build strong social-emotional skills for real life, freedom to employ the most talented teachers (not requiring certification above talent when possible for art, music and PE), environmental stewardship and social justice integrated throughout curriculum.
A safe and respectful environment where high quality academics support social and emotional development of all students.
Prepare children to acclimate proficiently at the next level.
Good teaching and environment
Great teachers
Teachers, parents and students engaged in creating an environment where kids can be passionate about learning; one that's focused on core curriculum along with art, music, STEM and PE.
DEDICATED TEACHERS WITH CAREER DEVELOPMENT OPPORTUNITIES, EFFICIENCY WITH ADMIN AND OVERHEAD COSTS (MORE \$ FOR KIDS AND PROGRAMS AND CLASSROOMS), SAFETY, SOCIAL-EMOTIONAL SUPPORT PROGRAMS
Involved parents
Quality education that achieves progress via all state administered testing measurements that exceeds those of the surrounding schools with funds that are currently available.
Deep understanding of curriculum. A diverse team of teachers and staff. Equal enrollment of ethnicity, restorative justice, healthy meal plan, language, art & music, support for vulnerable learners.
The number one thing is parent involvement. The more parents are engaged the better the results. Even if parent time is limited the school that has more parents involved will produce better results for all.
Inclusive environment, engaging teachers, quality materials, focus on critical thinking and analysis.
Diversity, Programs, Parent Involvement, Culture
High quality programming that addresses the learning differences of all students and seeks to bridge

opportunity and achievement gaps.
Staff & Curriculum
Good teaching methods that work for students - charter schools care about as traditional schools have a one size fits all which doesn't work for many kids— especially kids that are lower income / less resources
Inclusivity Safety Strong parent participation rigorous academic expectations Innovative inquiry based curriculum
good teachers
strong academia, teaching the whole child through special ed such as art, music, physical education, clubs (student council, yearbook, gardening, etc.), education outside the classroom, i.e. fieldtrips, sense of community, diversity, strong communication, transparency from administration to students and parents/caregivers
demanding curriculum; skilled instruction in small classes; support for students needing additional attention to succeed; an attitude that all can succeed. I favor project based teaching as well.
Teachers first and foremost, and school leadership guiding the way
Great teachers, cutting edge curriculum, student support, nice campus
aside from core, music, art, foreign language instruction
Openness, creativity, support, structure, diversity, and community engagement.
Safety, community based, innovative, high quality educators,
diverse student body with a STEM based education, languages, arts, PE
broad and mandated parent involvement, strong behavioral expectations and enforcement, full community support, thriving STEAM resources, stewardship and pride of the physical campus (wow, just imagine if our kids had a spectacular, fresh, bright and cheery campus to attend instead of the molding, dilapidated, depressing WCA campus). lastly, a responsibility instilled in older kids for the well-being and role modeling for younger kids - hand over hand throughout the years.
Strong parental support, enthusiastic teachers, strong and experienced administrators
Strong, cohesive, kind, consistent, and inspired teacher and administrative team.
Amazing teachers, involved community, and space where kids feel safe to grow. Kids showed be engaged connecting on academic and social levels.
In addition to reading and math , a focus on arts, music, language and history
arts, outdoors activity, music. The other stuff is required to get funding but this stuff is what makes learning fun. I think its what separates regular education from high-quality education.
Inclusion, diversity, community support, motivated teachers and staff, programs like art and music in the curriculum, and most important, happy kids.
Great teachers; rich curriculum; resources to provide intervention/remediation as well as enrichment; lots of electives (art, music, debate, team sports,...)
High education standards, coupled with diversity so that life lessons and empathy are also part of everyday.
I think WCA does a fantastic job of this, and should be a model. Focus on project-based learning, restorative justice, acceptance and diversity, and social and emotional health as well as academic learning are part of what makes WCA such a quality program.

Quality teachers, sense of community, social emotional learning, counseling , extra curricular, cohesive program
Project based education with strong emphasis on core curriculum
Strong parent involvement
Outdoor education, social/emotional wellbeing, low teacher to student ratio, art and music education
Strong curriculum and community
quality of instruction & instructors, diversity of students, community involvement, availability of programs (after school, language, etc)
The staff and the parents.
Look at Willow Creek Academy
scholastic programs and aren't and music. High quality teachers, parent involvement, community involvement. Safety, no bullying, inclusion, trust, safe grounds
Small population in classrooms and valued teachers.
Diversity, quality teachers who are incentivized to commit to the school and children, a welcoming environment with rules and structure. Strong leadership.
First priority is quality education and quality teachers, next is a strong parent community
Diversity, project based learning, restorative justice, after school enrichment, arts and STEAM education in and out of the classroom.
Parent involvement/volunteering, diverse community, strong academic leadership
Teachers, community, communication
I chose WCA because of its focus on developing character, community and curiosity -- also project-based learning seems more meaningful than having the teacher dictate learning from a pedestal.
Quality teachers, amazing resources
Keeping standards of behavior and education no matter what class, race, or gender
Togetherness, community, equal respect, very strict on bullying! More outdoor, moment and healthy food.
Parental involvement, multi-dimensional diversity, enrichment, experiential learning
Project based learning; opportunity for upper grades to mentor younger grades (e.g. 3rd graders reading to kindergarden, etc.); field trips; access to art and music; technology integration (chromebooks provided as appropriate, ability to learn coding); diverse student body, including international families; opportunity to participate in the community as a school (4th of July parade, booth at Sausalito Chili-Cookoff, etc.) so the city(ies) are in closer partnership; 8th Grade field trip to Washington DC as per other public schools
Good governance, stable staffing from top to bottom, academic culture, results driven

Inspired teachers, good social/emotional curriculum, rigorous academics that prepare the kids for high school
Teachers ,staff, respect,parents
Safety, good education
Luckily, ALL of these characteristics are things that WCA has implemented and has been building on for the past 10 years. Let's build on this success for all of the kids in our district!!!!
-Excellent, well-supported teachers and staff
-Innovative programs with differentiated learning that meet the needs of students with academic skills at various levels (hands-on learning, project-based, arts & music, strong special ed programs, assistant teachers in the classroom, strong support staff using model of restorative justice and social/emotional skill-building, outdoor education)
-Engaged parent community that is welcomed on campus to be a part of supporting positive school culture and programs
-beautiful campus
-Leadership that is supportive of the above characteristics and encourages and respects the expertise of admin and staff (Like the WCA Board of Directors has been for many years)
A teaching staff that has accountability for their teaching performance
Project based learning, responsive classroom, high number of specialized teachers that can target individual needs, classrooms that cater to different levels of learning and capabilities
Look at Willow Creek as a AAA model of these.
educated and patient educators. enrichment classes, diverse staff, safe bully free space
Teachers' commitment, prioritize social and emotional learning skills. Good, efficient and strong school administration .
dedication
highly qualified teachers, support services, councilors, physical educaton, arts and music, community involvement and pride.
a strong teacher community
STEAM Curriculum, Discipline, Individual Attention, Motivated Students
qualified, empowered teachers; active parental involvement; enriching activities like arts, music, sports, outdoor education; teachers who are valued by their school and therefore committed to improving it; commitment to helping every student succeed - not letting kids slip through the cracks

collaborative learning environments, cross grade level opportunities, genuine school spirit, diversity, high academic expectations with appropriate support/challenges for all students, strong character program, an opportunity to explore music, art, technology etc.
Good teachers & engaged parents
Top teachers, height student achievement for all students. Parent and community supporters
Top teachers, height student achievement for all students. Parent and community supporters
Diversity, inclusion, social-emotional support and wonderful teachers
Diversity, project based learning, motivated and caring teachers & staff
Providing education in a socially minded environment. Challenging children to be curious and want to do their best. A bully free environment where kids of all cultures and colors feel accepted and valued.
Involved parents. High expectations of children. Freedom to explore. Positive reinforcement as the primary means of motivating kids.
Robust programs such as music, PE, art, and languages are needed. In Jr High, PE needs to be built in every day, Spanish needs to be built in every day, more electives should be made available. Also more segmented learning for high achievers and those that need extra assistance somehow needs to be better built in so that teachers are not just teaching to the middle and the kids that need help aren't "lost".
I find Willow creek a top Model school with fabulous staff
Community involvement and focusing on the whole child's education
great teachers, engaged students, engaged parents
Good teacher and community
Versatile learning environment, engaged teachers and enough freedom to be outside digesting all the information which enhances the kids' ability to focus.
Teach and encourage life long love of reading and school. Teach students that school is cool. Teach them respect for each other and for their fellow students. School is " a work place" and they should realize work can be fun, but it can be hard. Students must have basic skills and it is not only the teacher's job, but the parents need to be involved in this process.
Safe, healthy and supportive environment.
Quality teachers equipped with socio-emotional techniques; dedicated parent body; engaged, diverse and curious student body tolerant of differences; caring head of school and administrators; art and music; organic food options for breakfast and lunch; field trips; project-based learning
Leadership, solid curriculum, engaged/committed teachers, resources, strong community and family involvement
An atmosphere of learning is fun and exciting.
diversity, parent involvement, charter (no union teachers), great teachers, means for the parents to engage with each other, the children and the teachers (ex. WCA clean up weekends, bbqs, movie nights, etc.)

dedicated qualified teachers, involved families and community, smart spending & fundraising
Focus on the children - are they getting adequate education, are they learning and demonstrating behavior of solid citizens.
An involved community with the school and teachers that truly care about educating our children
Order, discipline, challenging curriculum, learning environment relatively free of distraction
Diversity, united community, where the arts like music, art, dance, etc are valued as highly as academics, where physical education is daily or at least plenty of outside play time, project based learning, highly skilled teachers and staff.
great teachers, involved parents
Dedicated and honest educators parental involvement will help tremendously. Sending well trained kids to the classroom and not expecting teachers to deal with behavior issues. But focus on teaching th.
Enthusiastic, dedicated teachers
Excellent teachers and curricula, setting very high standards & expectations for students
Excellent teachers and principal, small class sizes, positive reinforcement of school rules
Project based learning. Excellent outdoor space used for sports, recreation and gardening.
Continuity and parental involvement
Differentiated teaching taking into account cultural and socioeconomic differences that lead to different learning needs. Support all children, with attention to those with learning differences as well as the gifted children that need more challenging work to excel and remain lifelong learners. Provide teachers the flexibility to provide differentiated teaching. Resource support for kids that need help in core subjects. Extended academic day for more time spent in repetition and mastering foundational skills, as well as tutoring and peer homework groups. Project based learning
Strong academic and educational program comparable to other Marin County districts; ethnic and social diversity of school children that reflects population of 94965.
Quality teachers, small class size, parental involvement
Passionate and empowered staff; customized student evaluation & learning plans; integration with outside support services
Great educators, diversity and quality campus/structures
competent teachers who can maintain control in the classroom
Quality Teachers, open minded, diverse, arts and PE inspiration
Great teachers,, administrators and parents
Creating a safe, welcoming, disciplined place where kids want to be and learn. Opportunities to experience a world outside of their own microcosm/neighborhood.
Dedicated teachers who are aware of and understand that some children have obstacles at home to learning, and who have the support of their administration.

Good teachers, enthusiastic students,
Structure, common sense leadership
Loving teachers, daily exercise, art, music , enrichment, restorative justice, healthy food, social emotional support (all the great stuff already happening at wca)
Good teachers with well rounded offering of courses including art, music and physical education and speech or physical therapy classes.
Hands-on practical learning, culture of acceptance and embracing diversity.
Building character, respect and intellect, as well as gaining skills and knowledge through meaningful, relevant and socially responsible curriculum.
a culture of inclusion and giving back to the community
The teachers and principal are qualified. Discipline is fair. Support survives are available in every class
A culture which fosters learning. Where best effort is given and growth mindset is instilled.
Great teachers, parent-community involvement
Great teachers and committed parent/guardians
Parental involvement
Parental involvement
Excellent, diverse, culturally sensitive committed ("called") educators who are provided quality professional development, feedback, resources, and who hold high expectations in all areas (academic and behavioral) for all students and parents too. K-8 Academic preparation guides students to critically think, communicate creatively and to function excellently while learning how to give back/help others... It is important that a quality school prepare students for the International nature of this world.
Excellent, diverse, culturally sensitive committed ("called") educators who are provided quality professional development, feedback, resources, and who hold high expectations in all areas (academic and behavioral) for all students and parents too. K-8 Academic preparation guides students to critically think, communicate creatively and to function excellently while learning how to give back/help others... It is important that a quality school prepare students for the International nature of this world.
Great teachers, high quality resource, a culture that values each student and helps them realize their potential
organized, high expectations, dedication, involvement, high test scores.
Great teachers, a variety of classes including art and music to help all kids find things that they are good at and expose children to different ways of thinking, in addition to bedrock skills such as reading.
an active parent community, shared vision and decision making, child-centered curriculum
Committed caring teachers, breadth of programs
Good teachers, PE and sports, comprehensive educational experience
Highly qualified and experienced teachers/administrators are important as well as curriculum targetted to the specific individual needs of the students.
A community based school that provides comprehensive education to prepare children to be overall amazing people!

Curriculum that is culturally relevant for all the students in the District
strong parent involvement, student accountability
Parental involvement and community-wide support
Good teachers
Great leadership, excellent credentialed, experienced teachers, involved, diverse community, language, arts, music, PE, Parent involvement and support. School culture of kindness and inclusion.
Attention to the social and academic differences as the children move up so that the care and the connection to the work is as strong in the beginning as it is at graduation.
more interaction between teachers and parents
High quality teachers. Diversity of staff and students. Safe environment. Broad curriculum, including foreign language, music and art.
Dedicated community and educators
High expectations of students, teachers and administration. A "we can all succeed mindset".
1. Smart public funding applied primarily towards the classroom vs. administration, 2. diversity of families and staff, and 3. collaboration between the families, staff and boards in guiding students' education.
Academic achievement and a STEM focus
parent participation, high academic expectations,
no answer
Teachers who care. Parents who care. City who cares.
A multi-dimensional atmosphere that's bustling with kids engaged in learning, inquisitiveness, fun, and safe.
Committed teachers, parents and administrators, Diversity of community, United mission focused on
Ensuring every child gets the support they need to succeed
Creativity, compassion, flexibility
Alignment on values; academic rigor in the core classes/classrooms; rich curriculum that includes high standards and commitment to secondary language, music & arts, PE; field trips; parent involvement; attention to and challenges for kids of all abilities, from gap kids to gifted kids.

small classes and enough great teachers to teach our future leaders
Good teachers
High expectations for ALL students, high support so all can succeed, high quality teachers, respecting and honoring racial and ethnic diversity.
Academics, social support, and diversity
Patience
Committed teachers, diverse student body, project based learning
That the child have a safe and fun learning environment.
Strong leadership, positive school climate, high-quality, dedicated faculty who do not turn over
Good teachers, good school programs including foreign languages, arts and theatre and good community of dedicated teachers and parents
All the characteristics that WCA possesses.
Excellent teachers, strong board leadership, community involvement, fair funding.
Inclusivity from staff, students, AND parents
School community, restorative justice, common beliefs about education
social emotional learning, promoting student individuality, and strong intellectual inquiry
Students who achieve academic excellence, exhibit good character, explore personal interests
Strong community and excellent academics
I think Saus/Marin city should be all at one campus and 6-8 at Mill Valley middle. The students will be at Tam together by 9th grade, so makes sense for them to be together in middle as well.
Strong academics and social emotional learning
Strong academics, less behavioral issues, less classroom distractions
One that prepares their students for the rigours of high school
Comunity involvement, good educational standards, supplemental support for kids in need.
Excellent, engaged teachers, fun, interesting projects and a spirit of kindness and compassion
Focus on academic achievement and broad spectrum of talents
Great teachers, supportive and active parents, high academic standards. Arts, music and languages.
Parents & administrators commitment to academic excellence and the wellness of kids.
Diversity, Quality Staff, Proper Funding, Enrichment Opportunities
Staff & Funding
Good teachers ,parents involved strict rules

Academics and development of critical thinking, arts and music and Spanish
Great community. Great teachers.
Enrichment, differentiation, quality of instruction
Diversity, unity
Parental involvement!!!!
cohesive planning, flexibility, caring teachers/staff/families
engaged parents, excellent teachers and support staff, a school with a deep culture of honor, kindness, fairness...
involved parents, academic excellence, liberal arts opportunities, high quality funding, community involvement
parental engagement, rigorous curriculum, diverse electives to engage students interests, strong teachers with academic support and professional development. strong leadership. time for food, rest and play.
inclusiveness, fairness, excellent teachers and curriculum
Quality education with advanced options for all learners
diversity, family involvement, credentialed teachers, effective administration, strong pta, high expectations
Access to a broad range of topics/resources, ability to provide specialized support for diverse students and learners, ability to tackle social, emotional, academic in one well-balanced cocktail, ways to engage the parent community that are realistic with their family contexts, work commitments, needs.
Low teacher-to-student ratio, up to date curriculums, a variety of electives, emotional and social learning, not just academic
Good teachers ,parents involved strict rules
A high quality K-8 school is one that puts the children and families first, one that is routed in unity, inclusion, culture expression, community, educational excellence and fun.
equal/equitable distribution of resources
High-quality teachers and staff; a variety of free extracurricular activities; flexibility for the teachers to change their teaching methods and lesson plans depending on the needs of their individual students; clean, safe, organized, inclusive, positive, respectful environment that is conducive to learning; fundamental education that is supplemented with art, music, physical education, and Spanish; Strong leadership that collaborates with teachers and the community to enhance learning opportunities and help discover and create solutions to problems; Teachers who have high-expectations but also have the ability to acknowledge and close achievement gaps; Effective use of assessment data; Effective communication with parents and students that builds on education, trust, and inclusivity; Clear goals and direction; Financial means to provide students with the supplies and equipment that will help them reach a higher level of education; Parent involvement
Good education with the power to discipline in orser to maintain classroom standards

Respect,parents been involved, kids having stuff that aren't family.
Great academics, competitive classes and extra curricular activities
Tener buenos maestros
Diversity, respect, community, sports, arts, music. Thinks that enrich kids life and give them a great experience.
Diversity, curriculum, teacher engagement, parent engagement
apart from core classes--music, languages, art, and a sports program for middle school
Parental involvement. Psychotherapy on campus.
Involved staff.
safety, caring and qualified teachers, visionary and experienced head of school, involved parent community, operational efficiencies and continual implementation of best practice learnings, inclusive culture, restorative justice, no cell phone policy in classrooms, strong athletic school (or community) sports programs to bring people together as a team, mindfulness programs
Academically rigorous, equal opportunity, intellectual curiosity, mutual respect
High parent engagement, proper funding.
Diverse, inclusive, cultural competent, supportive learning, strong parent community, academic excellence
That all teachers are their with positivity, kindness and love to inspire every child hope and dreams for a great education.
Qualified and dedicated staff and multi-faceted facilities.
High quality teachers; high achievement for ALL students.
excellent academics, character building
Great teachers who instill a love of learning, great curriculum and materials, parental involvement, respect and mutuality, responsibility, compassion, diversity
Good teachers - loving/fair culture
Politics on the side and kids first! Plus a good teaching of math and literacy without leaving out PE, a second language and arts.
preparation for the high school
Diversity + caring, committed, knowledgeable teachers and administration + a district that represents all in their constituency with honesty and transparency + a supportive parent/relative community + a community that knows and values its school(s)
Academic achievement, parent involvement, and before- and after-care enrichment opportunities
excellent academics combined with music,art,athletics and cultural experience

What do you think creates a school culture of high academic expectations?

Buy-in from all key players (parents, kids, staff, CBOs) on academic expectations; strong teachers with the skills to meet the needs of the school's population; focus on PBIS strategies that support a learning-focused campus.

All staff emphasizes academic achievement and monitors each student's progress.

Top teachers and supportive families

Respect. Transparency. Safety. Trust. Welcoming of diversity. The concept of "choice". Teaching the children to make the right choices and be responsible for their choices.

Quality support staff, dedicated educators, a good learning environment, and ready students.

Holding high expectations for students, effective discipline, building student confidence, strong academic curriculum, time for lunch and recess for brain rest.

Excellent teachers and staff

High behavior expectations creates an environment for high academic expectations

Competition, awards, acknowledgment

Effective, inspirational leadership, a fair District Board, parental and community support

consistent presence of highly engaged teachers and school leadership (low turnover in teachers, staff and administrators), consistent standards for all students and resources that adapt to varying learning styles and needs, parent/caregiver involvement in the school modeling behavior for their children that school and academic achievement are important, mentorship program where upper grade students pair with lower grade to help encourage them through the years and show them the way (see Terrie Green for the program she created in Marin City years ago for a strong example of this.)

Rigorous academics in all topical areas which allow for high-performing students to not be held back by lower-performing students.

vision, modeling, empowerment, inclusivity, flexibility

teachers and activities

Students basic needs met (security, shelter, food, clothes) along with great teachers

one where parents and teachers are aligned on expectations and can reinforce each other at school and at home.

(ABOVE)

Involved parents

Good teachers that set high expectations and who communicate those expectations clearly to the students and parents.

I believed this needs to be set from the top but needs to be executed on a student by student basis. We know every child learns differently and this needs to be taken into account. Project based learning to give students real skills that will make them successful in High grades. A focus on higher (college) education from the time they begin school.

Challenging the kids is essential. We need to go beyond the testing curriculum and help them learn to think critically and solve problems.

Fostering a love of learning and an excitement about ideas, history, literature, sciences etc.

Culture of the School, expectations of the involved community

Engaged and passionate teachers; accountability of teachers and students; creativity in programming.

Order & Expectations

Setting high standards and follow up via cultural methods that meeting them is desirable and doable — Having adult mentors that show the necessity of a good education - Showing kids what the outcome truly is from a academic achievement— However there needs to multiple levels to bar set — so kids don't give up and stop trying

Parents and educators collaboratively supporting a set of KNOWN objectives along with clear benchmarking to ensure that administrators, educators, and kids are meeting the objectives.

students who are motivated

Fostering respect, create positive environment, set clear unambiguous expectations, building relationships, accountability of one's actions or inactions - fair and just consequences, praise when appropriate

staff/teachers/parents/guardians being invested in achieving such a culture

acknowledging high academic achievement as the priority

All of the above

pride in facilities, ownership and agency

Mentoring by students for students with strong parent and teacher support.

High quality teachers with routine professional development

the education base for the students and encouragement to push personal boundaries

Simple: teaching to the top - not the bottom. celebrating achievement and NOT making excuses for all the reasons it doesn't happen. we need to END that narrative and simultaneously end the subtext that those who want more emphasis and resources here are misguided or heartless. Of course, the above is only possible with and only with an extensive and rich array of support and specialists to support a thriving range of academic achievement.

Parental involvement and support, enthusiastic and progressive teachers, strong administration

The above weaved with encouragement of courageous student conversations, zero-tolerance for bullying and disrespect to uphold an unwavering safe, supportive learning environment, and celebration of both small and big wins.

staff expectations with mile stones of achievement

Active parental involvement, tenured and experienced teachers, diversity of students

The phrasing of this question is strange. Not sure how to answer. Also not sure I want the school to create a culture of "high academic expectations". Expectations are extrinsic motivators which behavioral science has proven to be quite unsuccessful. A culture that

breeds intrinsic motivators (the urge to want something for yourself vs. feel its expected of you by others) is something I'd find value in. Creating this requires creating a culture where children feel appreciated for their various strengths achievements, no matter what they are. Valuing skills on a narrow spectrum (good grades and test scores only) will make many kids feel like outsiders. But allowing a kid who isn't good at math, for instance, but does excel in reading, understand their excellence as a student for the skills they have, and then teaching them the connection between math and language skills, is how schools can successfully use culture to create better academic excellence. Also, emotional intelligence is not to be overlooked. Many kids who aren't top academic students are still very present, kind, creative, and social in ways that our society values subconsciously but doesn't have achievement markers to value consciously. Finding ways to allow kids with these skills, who possibly lack other academic skills, could lead to them feeling appreciated and more interested in participating in the learning environment and exercises that aren't their "sweet spot".

the yearn to learn should be infectious. The teachers need to be excited and able to teach the kids what the pursuit of knowledge looks like and how it can be fun, exciting and help them plan for the future. Embracing new methods of teaching. There needs to be good support systems and programs in place for those students that need extra help.

Teachers, administrators, and parents to set those expectations.

All working together and supporting each other with a common goal, during school and after school (at home).

inclusiveness, social and emotional support, fostering of self-confidence, engaging students through project-based learning

Leadership, clear expectations, parent involvement

A superb vision

Adults create the expectations, students are taught to share the values behind those expectations, and they themselves socially prioritize academic success.

Parental involvement, student self-esteem and pride in their work

Positive reinforcement

quality of instruction & instructors, diversity of students, community involvement, availability

of programs (after school, language, etc)

The staff and the parents.

Parents, teachers and administrators. In that order

Teachers, admin staff, parents

Focus on how to reach goals not if the goal is reached. Academic coaching and support.

Resources to address under achievement and behavioral challenges. Quality teaching staff, setting high expectations and getting buy in from students and families.

Curriculum that is focused on the evolving trends in our world (tech readiness, global awareness) and an emphasis on a calm, structured classroom environment that welcomes kids to learn when they walk through the door

Parent participation and involvement--this, I think, more than anything else. Engaged and appreciated teachers. Scalable education opportunities in and out of the classroom.

Yes

Differentiated instruction, teacher/parent communication

Strong community presence, varied opportunities

Treating all children like they are geniuses and limiting assessments for the sake of ranking -- focusing on more causal methods of assessing progress and addressing challenges and gaps constructively.

Support from teachers and parents

Being able to provide good resources for teachers

Same above!

Differentiated learning, project-based, classroom support and management

Parental involvement; children participating in conferences with teachers; visit from the Mayor; pre-AP courses for 8th grade; visits from Tam High students (WCA and/or MLK alumnae); partnerships w/local organizations offering specialized skills, e.g. coding, film-making; optional clubs for middle school

Engaged staff, parents, and students with relentless focus on academic results

Good role adult role models, parent involvement

Teachers with solid expectations. Parent involvement.

Respect parents been more involved

Please see above.

Additionally, having such a great mix of kids - different cultural and economic backgrounds, varied academic levels, multi-lingual - all impacts a deeper learning and expectation of inclusion and academic success for everyone.

The WCA community takes pride in the academic and social benefits of the diversity of our school. It is WHY so many families (like ours) are here. We would love to get to increase this diversity and merge with BS/MLK, especially if we keep the charter school structure, build on the success of WCA and make sure there are the resources, assistant teachers and supportive staff to make sure everyone is getting their needs met.

Parent Involvement

Consistent accountability, no tolerance for disruption, parent commitment to supporting standards at home, respect for learning within classroom, teaching structure that allows learners of ALL LEVELS to challenge themselves

Look at Willow Creek as a AAA model.

offering challenging courses

Good administration focusing on the children's and teachers' real needs.

parental support both in the classroom and at home. rigor in the curriculum

great teacher training

Hands-on parenting, inspired instruction, rules that are followed, testing that counts.

Parental involvement; qualified and empowered teachers; exposure to a broad spectrum of future opportunities

A strong, respected, trusted school leader who can build a collaborative and cohesive teaching team that share the same vision and expectations for one another and for the students.

Knowledge

Engaged parents and teachers that hold students accountable for work.

Engaged teachers, resources for learning assistance when needed

A place where kids are taught to be curious and feel they are challenged without feeling overwhelmed.

Highly diverse, culturally aware, with accountability. I don't like that this year, suddenly, some homework is "optional". To me that is not acceptable. Kids need to reinforce learning through homework. That also builds accountability and responsibility.

Willow Creeks philosophy

Accountability, rigorous and clear standards, sense of community

same as above

Community

Age appropriate subjects and individual strength recognition. The kids have to feel they have a choice, strength and individuality.

A community of parents and teachers who work together

Efforts to have set same levels education for all students

Teachers who love to teach and who find ways to connect with each child, regardless of sociology-economic background and learning styles; support staff that are valued and appreciated; new ways to engage, empower students to exceed expectations and believe in themselves

Teachers, infrastructure, leadership

Help the kids to expect to succeed. To believe in themselves. To learn to think and feel smart.

back to a grading system, summer school, academic after school programs

teachers & families who care

Focusing on the academic achievements of EACH student, encouraging students to teach each other and build each other up.

Children that are taught to love learning. Children that are taught to be friendly to each other to show respect. A happy classroom will love to learn.

Order, discipline, challenging curriculum, learning environment relatively free of distraction

Involved parents and opportunities and support for those who are struggling, incentives to perform well that are meaningful to kids, engaging learning (like learning math through robotics or coding or games, something fun and engaging that kids are excited to try hard at).

involved parents

Holding all teachers accountable with helping every child to reach the level for their grade. Again parental involvement helping with holding all teachers accountable with high expectations!! Funds appropriately managed proving the children with all the tools required to line successful learners.

Building tradition with adult mentors from the community

Top notch and highly engaged teachers/ staff and academic support: tutoring, parental support at home, etc

Excellent teachers, parental involvement, appropriate rewards for excellent academic achievement

High academic expectations come with high Parent / Guardian involvement

Have all tasks and homework finished. Consistent feedback on results.

Strong leadership that empowers teachers and other staff to accomplish the above. Meaningful testing to determine how students and teachers are performing, throwing out existing testing that does not account for cultural differences that lead to different learning needs.

Reward and recognition of achievement, reward good behaviors of blameless problem solving, teamwork, individual responsibility and responsiveness. Emphasize project oriented learning and experiential learning translatable to real world vocations and activities.

Administrators, teachers and parents working toward this end.

Communicating expectations calmly and consistently and backing that expectation up with individualized support that helps students get where they need to go. In such a small district this should be possible.

Parents, Teachers, community support and curriculum. Mostly parents

good organization by the teacher

involved parents and teachers who will partner with parents if needed

Same as above

High expectations of the children; giving them the confidence in themselves to achieve.

Providing them with the tools to achieve, i.e., books, class size, exposure to higher education through partnering with HS/College students; attend events at other institutions, etc.

See the above

Less computer work & more paper/pen/hands on learning. Honoring achievement & growth & hard work regardless of differences

Holding students accountable, balanced ratio of students to teachers, and challenging courses.

Enjoyment of learning.

Good teachers and administrators creating those expectations and providing the necessary help and tutoring to students who are below grade level in order for them to succeed.

learning from the outside in- experiences in the community and struggles people have in their daily lives. Problem solving, dedication, energy, and not playing the blame game.

Follow state standards. No need to re-invent the wheel

Giving your best effort and developing a growth mindset

Great teachers

Same as above

Parental support at home.

Parental support at home.

1. Teachers, staff and administrators (TSA's) who hold high academic expectations of themselves and of students.
2. TSA's who are able to impart high academic expectations to students, staff and parents.
3. TSA's who are able to impart ethics and caring to each other and to students such that the environment is a supportive and loving and healthy environment. An environment that is not a "better than"/competitive one in any area of expression; but rather one that supports

healthy and lovingly "doing ones best"!

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Highly trained teachers who teach to the whole student, valuing each and every one, knowing that child can achieve greatness and happiness.

respectful and engaged families that hold their children's education success as a high priority

Encouragement of high academic performance, being placed with others who are at similar, but slightly better levels for competition.

see above

Encouraging students to persist and try their best; nurturing environment

Rigorous curriculum, parental support.

a can-do attitude and atmosphere for all students

Teachers, parents who are passionate and involved in the growth of their students

same answer as above: student academic interest is largely determined by presence (or lack thereof) of informed relevance of the curricular presentation to the cultures represented in the student body

strong parent involvement, student accountability

Parental involvement and a serious curriculum

Class options, strong basic subjects but also music art and foreign language

Many projects that children share with their classes and the rest of the school. Focusing on the excitement of learning and not the end product.

A peer group that are all curious and driven.

if the teachers can inform parents what need to be work on, and what are helps school can provide? What are the resources available in the area? or how the middle school students can help with lower level students. It will be nice if the high school and middle school can work together for some projects.

Parental involvement. Exposure to a broad array of cultural experiences, which are not focused on any particular ethnicity or background. Exposure to positive role models.

Educators and parents

Honesty and transparency when dealing with social and academic issues.

Training teachers and staff in Responsive Classroom and Restorative Justice for classroom management and positive discipline by intervening early to support the most vulnerable students and keeping students in the classroom.

Community out reach and an academic system built to teach children.

no free passes, no excuses, parent participation and expectation of parent involvement in learning

no answer

Engaged parents and effective teachers.

Teachers and parents with high expectations for the children attending the school.

Clearly articulated set of behavioral and academic expectations, communicated in languages that can be understood by all members of the community.

Empowerment, creativity, interaction with students outside the district

Celebrating achievements; communicating expectations; creating student pride; closing achievement gaps; talent shows and science fairs; parent involvement, community

involvement; publishing high school admissions reports.

Teachers well trained

diversity and exposure to many subjects i.e. world history, civics, language, art and Music

Students that set the bar high

All students are expected to perform at grade level or above, and those who struggle have high intervention. Students and families understand why expectations are high; we want all students to thrive in high school and have the opportunity to attend college or post graduate career studies.

Parent involvement... Also somewhat self fulfilling, setting high expectations creates the culture

Accountability

Parental involvement, teachers and staff in tune with students needs

Top-flight leadership, talented and inclusive faculty, engaged families.

Good educational opportunities, well educated, experienced and kind teachers who also skilled to deal with special needs students. High level of involvement, help and dedication from parents

It's not one person or role. It's cumulative. It needs to be a goal of every individual involved. Teachers, parents, community members..

as above

resources and in home support. also important to address above average students and making sure they are challenged and not bored when staff needs to tend to those with more needs

Communication and feedback on expectations and progress. Lots of feedback on progress

loving discipline, great teachers and teacher's assistants. small class size

A positive school climate, where individuals feel valued, cared for and respected

Accountability, Engaged parents, Skilled teachers

programs for advanced students, not just struggling students, more enrichment :

Teachers holding kids accountable for their work

Good peer pressure, adequate parental supervision and involvement, adequate classes that are offered to enhance a learning. Less classroom distractions by children with poor behavior.

Emphasis, on learning! Not on endless field trips etc.

Positivity, Enthusiasm, Transparency, Empowerment

Teachers set the mood and challenge the kids appropriately. Also, following up on every assignment. Sometimes my daughter says they're given an assignment or homework and it's not corrected or talked about.

Discipline and accountability

Excellent leadership, community, family support for student achievement. Teachers who are enthusiastic and skilled. Resources to add enrichment and arts programs.

Additional support available beyond the classroom for those in need, expectations and accountability from school administrators but also parent involvement on kids

Great Staff, Classroom Discipline Routines & Expectations

Staff & Resources

Great teachers

Involved parents

Great teachers.

Plc time, stem

Teacher and parents setting the bar at a high standard and making kids accountable.

cohesive planning, flexibility, caring teachers/staff/families

a classroom that is not chaotic. Where children are respectful and taught to be leaders.

creative teachers, involved parents, inquisitive students, diverse community

parental engagement, strong leadership, goal setting and ongoing reassessment if goals not met, well communicated expectations of academic and behavioral performance.

openmindedness, encouragement, emotional and scholastic support

It's important to challenge all students at all levels

Solid realistic professional development for teachers, high graduation percent, high percentage of college bound seniors, scholarships, high percentage of students at grade level or above

Teachers, staff, and support specialists who frame/reinforce this at every step - low tolerance for distracting behavior combined with an empathetic response to the root cause of distracting behavior - self-directed learning combined with clear expectations/outcomes set - and consistent follow-through.

Great teachers who love to teach and school staff who love what they do who pass on that passion for learning to the students

Great teachers

I believe a school that sets high expectations and delivers recognition to the students and parents helps to create a culture of high academic expectations. The school should also provide exposure opportunities to other states, cities, countries and in addition the school should begin to host opportunities that encourage students to show off their academic skill. An example is something like a science fair or math competition or team building challenge. It would be nice for the school to incorporate more technology in the students learning and

personal growth. Students could begin to use emails and virtual classroom.

as high pay as possible for staff (Marin is EXPENSIVE!); positive and consistent parent involvement/participation; good nutrition for ALL kids (subsidize for those who can't afford it); positive reinforcement environment; employ best available info regarding exercise; employ best available info to meet learning benchmarks all along the way; in addition provide comprehensive tutoring system if needed (includes volunteer system from surrounding community since such a strong resource)

Safe, clean, organized, inclusive, respectful learning environment that encourages the children to feel proud to be a part of their school; High-expectations from teacher, staff, and parents in both academics and behavior; On-going assessments of both teachers and students and the effective use of assessment data; High levels of encouragement and extra help when needed; Explicit and precise expectations; Restorative justice programs and strict expectations on the students to create a non-disruptive environment

Families

The teachers more activities parents been involved

Students good behavior, strong teachers, good teacher student ratio, low tolerance for poor behavior of children and parents involvement

Enseñarles la cultura

Parent involvement, inclusiveness.

Parent engagement, teacher engagement, curriculum

starts in the home--the parents must establish an environment for academic expectations

Parental involvement. Psychotherapy on campus.

Better teachers.

visionary and positive culture that motivates curiosity and achievement, experienced credentialed teachers, differentiated learning, clean and safe school classrooms and culture, restorative justice programs, zero tolerance bullying programs, no cell phone policy in

classes

Broad exposure to subject matter, relevance, experiential & project based learning, support for good work habits

High parent engagement, proper funding.

Teachers who create an environment of high academic expectations

That everyone in that School including Administrative, teachers and counselors are inspiring the children to have high expectations and that education is a key of life learning is always fascinating and new.

Highly educated teachers and staff that want to pass that knowledge down and instill qualities in our youth, at the ground level, that give them the best chance to succeed.

Positive School Board that focuses on the best interests of ALL students. Lacking in current board.

dedicated staff that STAYS with the school year after year

rigor, transparency, mutual support, hard work and fun

Parental support and great teachers

First, the social-emotional side should be addressed if we want our kids to achieve. Without that, they are not going to be able to learn. Leave politics and lies out of this and teach kids that ALL of them are able to achieve WHATEVER they want if they dedicate their time to study.

breadth of learning styles and opportunities

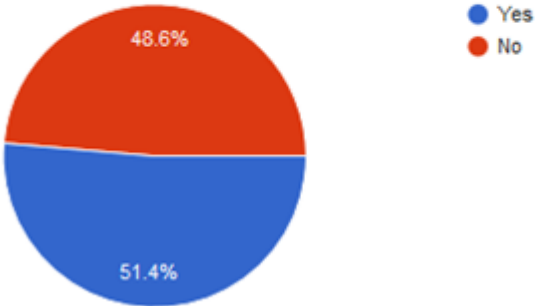
Teachers + curriculum, but the role of parents and homes as a support for kids cannot be understated. A classroom alone cannot make up for anything lacking at home/in the community.

Parental involvement, high quality teaching staff, and strong elective offerings
the teachers, families and students supported by the community

Unification Process

Have you been involved in the school unification process? (e.g., town halls, work groups)

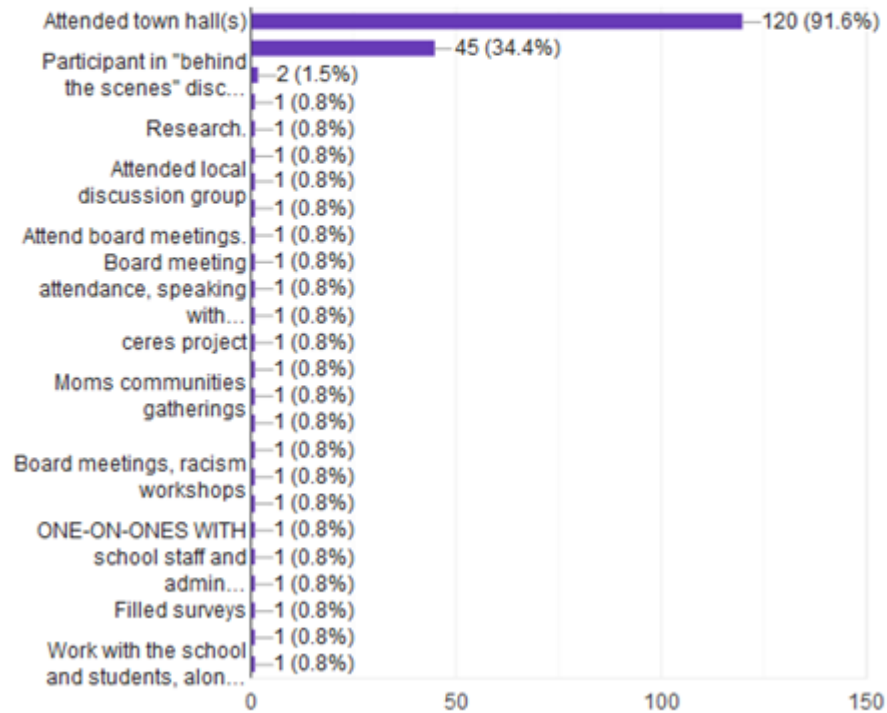
257 responses



Unification Process (continued)

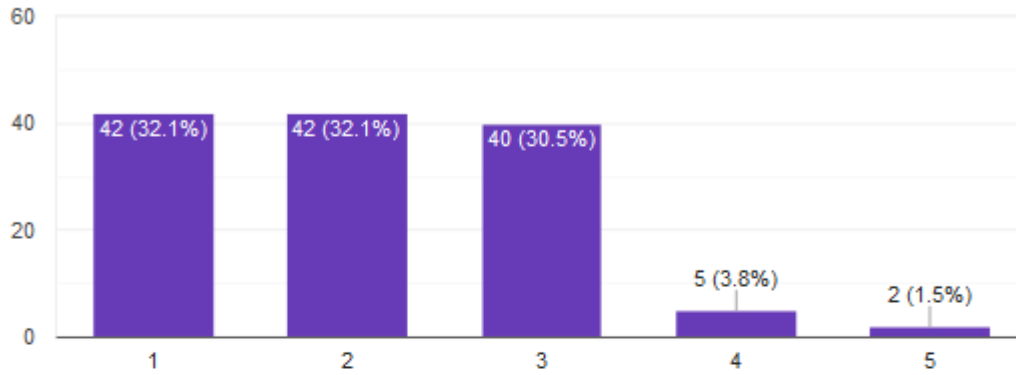
In what ways have you been involved in the school unification process?

131 responses



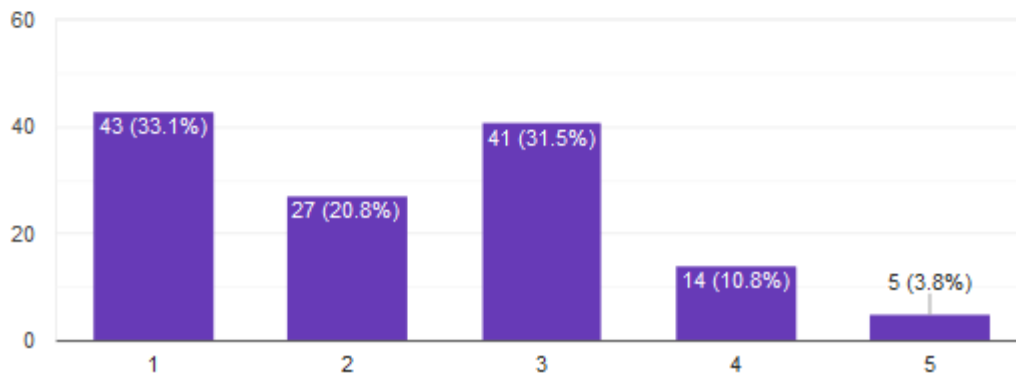
How well do you feel unification is going?

131 responses



To what extent do you feel your voice has been heard in the unification process?

130 responses



Average Process: 2.1; Average Voice: 2.3

Do you have other thoughts about unification that you would like us to know? If so, please

tell us below.

The work is complicated but essential. I hope we keep moving forward.

Current process led by District Superintendent seems very anti-Willow Creek. He and Board say one thing and then do something else. Willow Creek should receive same per pupil funding as other students in District.

the cost to Willow Creek is OUTLANDISHLY disrespectful and menacing!

I feel the process has been put forth without direction or instruction or structure, and while this may promote a lot of good intentioned ideas, they aren't focused with a specific goal, is too abstract, and without concentrating the experts in each area where best utilized. Ie teachers should discuss curriculum, not the general public, and finance workgroup should have financial and legal experts, or at least guidance. There is a forced grouping, without any structure to work for ie transportation but to where? Feels like the cart was put before the horse, and many of us feel this way, but at big meetings our Participation is being touted, used as leverage for an already predetermined outcome. We need leadership guidance around structure and governance to make workgroups effective.

An all-charter district is legal and appropriate

I believe children would most benefit from a charter vs public school format, using Willow Creek Academy policies and programs as a template for moving forward. All children in the District must be equitably educated. It is critical that sincere attempts to heal broken community relationships are made and that District Board members are committed to assuring the health and well-being of the children above all else. This clearly hasn't been the case. Children as well as parents and teachers, to say nothing of the broader community, have been adversely and profoundly affected by recent rancor. Rifts will not be easily repaired. Healing must be a priority.

This process has felt in many ways backward and unorganized to me and many of the parents I've talked to and heard speak up at a WCA board meeting in November. I would have liked to see us start with a clear committed plan to stabilize WCA through the 20/21

school year, align on a set of feasible structural options, then bring the community in for dialogue and feedback on those options, choose an option, and THEN do the work to make that option the very best it can be through the work groups.

I believe this should be a very rapid process. There is no reason to wait 2-5 years to implement this. It should simply be a matter of which campus supports which grades.

I think there are too many school districts in Marin, and that administrative streamlining can mean more money spent on teachers and students instead of overhead and infighting. The S/MC school district should join with one or more other school districts.

Merge with mill valley at all costs

I'm concerned at how this unification process has been approached and portrayed in the press. I'm also unwilling to send my children to MLK with the poor testing performance that that school has provided with ample funding. Willow Creek seems to be doing better and while the origins of the school might not have been perfect, the fact that a school as diverse as Willow Creek is being portrayed as it is and is getting its funding cut to provide more funds to MLK makes my blood boil. I already know parents who are moving out of Sausalito because they've already started to see signs of Willow Creek beginning to fracture. I went to public school in Illinois and I very much want my children to have that experience as well, but I have already started to contingency plan sending my kids to private school rather than risk them not getting a top notch education. It saddens me that there's a generation of kids that will lose that experience if process of unification doesn't improve and move at a much quicker pace.

I believe this process to largely be an enormous time burden that will not result in a positive outcome. Superintendent Itoco Garcia spends half the meetings on rhetoric and breathing exercises and avoids the actual work. He is not open to listening to the concerns of WCA. We have committees set up to design important aspects of this school run by unqualified individuals. Why would we let civilians design curriculum? Or Facilities? Or Transportation. These are critical to the success of this school. Superintendent seems wildly out of touch with the children who attend WCA from Marin City and the defunding of these student is literally hurting them. He is holding WCA hostage by not funding critical positions and programs and this feels like a hostile take over. This is not good for any student. There needs to be a third party running this unification. Superintendent Garcia needs to sit down and listen

instead of spinning and wasting valuable time.

I'm very concerned that the District Board is squandering the goodwill and hard work contributed by our community. I for one contribute generously so that my daughter can attend a truly diverse school and yet by extension I feel as though they have gone out of their way to label me a racist. That is whole unwarranted and essentially an unforgivable slap in the face to the very people making difference in these kids lives. Goodwill and hard work is not easily replaced, rebuilt or relocated. They seem to think it is. Their agenda is a horrible waste of peoples time and money and I fear it will set community schools back for the foreseeable future. I certainly have zero confidence in their leadership.

My children are grown now, but I live near Willow Creek and have marveled at the success of the school. I am so sad to see what is happening to it now. Seems political, not practical. I feel like the progress of the school is now being deadended and there are quite a few children who will be worse off as a result.

I do not want WCA or BMLK to be co-opted. I do not want a takeover. I want a new better school for all kids. New board, new system of governance. I prefer to maintain a project based curriculum and the creativity of the charter model but I would like to see all teachers paid union levels and STRS eligibility.

It really feels like it's politically driven & basically just the Destruction of Willow Creek Academy Process.

I think it's critical for charter school to continue and be funded properly—I entered the Unification process with an open mind and high hopes but sadly the District has shown their lack of commitment and support— I have no trust in the current school board to care for all the kids . Their personal political agenda is blinding them to what matters.

each student should get the same resources and not favor one school over another

Unification, if it should move fwd, should be an incredibly thoughtful process. However, to date it feels rushed given the AG's findings around Bayside / MLK's segregation.

Vision of the unified school should be clearly defined and a consensus should be sought around it. I do not feel there is such a consensus at the moment. WCA community that corresponds to ~ 80% of the student population appears to be envisioning a school based on WCA with only 25% more students and 125% more financial resources, which appears very promising to them. Bayside MLK community appears to be envisioning a unified school that is based on the Bayside MLK model with some more financial resources that will become available by keeping the money allocated to WCA from the district budget. They seem to feel that additional increment will finally enable Bayside MLK clear the hurdles and achieve good results.

from what I have experienced TODAY, there are two schools in one district = 3 parties. but every meeting I have attended has been represented by effectively two parties - WCA and the district (standing in for Bayside/MLK). This creates an unbalanced dynamic where the controlling party (district) is in negotiation with one school. It should be two schools unifying, creating common bonds and strengths, compromising etc and the district arbitrates, makes decisions, and shapes direction - even when we assume that the two schools merge, they are separate today and have different cultures, needs and expectations. The district should be a strong advocate for both populations and it seems they are an advocate for one. In this context, old wounds don't heal and new ones are opened. not a very balanced process

This survey did not give the option to choose

There are several successful public schools in Marin with two campuses & the kids transition easily. Having ONE unified district is a perfect way to build a unified community across 94965 for all our children

What is going on in the SMCS D will HURT the town of Sausalito for years to come. Its a complete shame that the children stem to loose the most due to the myopic thoughtless process of a few individuals. THE BOARD SHOULD BE COMPLETELY ASHAMED OF WHAT THEY HAVE DONE TO THE SCHOOL SYSTEM IN SAUSALITO.

I think a unified school needs to be re-branded and truly re-positioned in this community as something extraordinary and special. There are many examples of charters and magnates in various communities that have become cornerstones for progress, pride and achievement. If we can't accomplish that turnaround with this unification, then I don't believe its worth the trouble. So where's the unification VISION cmte? What about using some of the district money to bring in some PROVEN PROFESSIONALS who have built and designed stellar

school for communities? I have ABSOLUTELY NO confidence in the Board, and very little confidence in other proxy participants that they can demonstrate the leadership or vision to give this community the marquis, transcendent school that it deserves.

It will not work if half the grades are at WCA and half at Marin City. WCA is successful because of its parent participation and teachers. The Marin City school will not work for WCA parents or students. If there are two schools split between grades it will be a complete failure within 5 years!!

Keep the best interest of all students at the heart of the unification.

I think the school board is not listening to the community that elected them. They have made it clear that they really don't want to work with WCA and that their end goal is to close WCA, even though most of the students attend that school and love it. Not like it, not think it's just ok. They LOVE it! That does not happen overnight. The school board have not been honest throughout the process and I don't believe they represent the voice of the Bayside/MLK families. They have made this a political fight that has nothing to do with the kids and everything to do with closing a charter school in Marin County. They should be listening to the majority of the community, instead of doing what they personally think is best. That is not what they were elected to do. They have shown us time and again, that they cannot be trusted.

I am concerned about getting from here to there - we cannot let WCA falter during this interim period, because we want ALL our 94965 students to be part of the eventual unified school. There is a perception that the School Board may not mind some attrition (from WCA) during this process, and that is a very dangerous perception, with long-term implications for our unified school.

Recognize that to do it right it will take at least a couple of years, so don't rush it and DO continue to find all kids currently in the system, including the almost 80% at WCA

vilifying, punishing and dismantling WCA when it is a great school that is working wonderfully for the majority of the students in the district, including half the Marin City kids, is NOT the way to go about "unification." The way WCA's voice is being ignored is creating distrust in the unification process and will lead to adverse outcomes.

The school board needs to provide adequate funding to both schools during the unification process

If the District truly wants to unify, it should adopt the model of WCA at the start. It is a successful, multi cultural environment that emphasizes respect and human rights.

WCA parents spent 2 decades of grass roots effort to create a school for their children. That school now serves a wide variety of students from high achievers and future leaders to those with learning and/or behavioral challenges. You will never get the WCA parents on board for any district solution if their perception is to dismantle their school first, and then build up a public school that only talks about focusing on underserved people in Marin City. If you intend for this new district structure to serve ALL students, tell us how. Right now all we hear is how many district funded programs have been created with the excess school funds revenue. Most of us think this is great and appropriate, but not at the expense of dismantling WCA to benefit 20% of the district students.

WCA parents are the engine that makes this district work. In 2000 it was a handful of extremely capable parents who created it, in 2020 there are dozens of them making it thrive. Leverage that horsepower to make it work for ALL the kids in 94965. Right now there is no trust in this process and that any/all community meetings (desegregation, unification, courageous conversation) are just a checklist to justify the inevitable politically driven district structure.

I hope the unification process succeeds, but based on community comments it feels like WCA isn't going anywhere.

I think it would be positive for the community to unify both schools.

we can totally make this happen.

The staff and the parents create the culture that will decide if a school is succeeding or failing. Let's all work together to make a school that succeeds. Starving Willow Creek of funding while we are in the process of unification will lead to the loss of valuable staff and families. That isn't a way to create a successful school.

I think the overhead of having a separate district for 1 or two schools is a waste of resources. We should fold into the Mill Valley school district.

Thanks!

End the SMCSB and the disguising politics. This board has ruined Bayside/MLK schools for generations and now it has divided our community. Disband it and come up with a better way to govern our schools. This is obviously not working! We have all the money in the world and our students' curriculum is continuously cut. We should all be ashamed. The only shining light is Willow Creek Academy and it shows where the board is at, when it cuts the only good school in the community. This is not good enough for our kids in our community. We need new leadership and governance model or the same mistakes will continue to be made by the politicians currently in charge. The Sausalito community has worked so hard for 15 years to create a great school and you want to throw that all away to make a name for yourself. Be ashamed and leave the Willow Creek alone. You have done enough damage and need to focus on the children in need at Bayside/MLK.

The SMCSD has proven itself ineffective. The best route is any that reduces its influence, be it merging with Mill Valley or operating a charter school where operations and budget management are primarily handled by a group other than the school board

Like many Willow Creek parents, I went into unification with optimism and hope that we could come out of it stronger as a community, with better educational opportunities for all of the public school students in our district. Unfortunately, through the actions and words of the school board and supervisor, I have lost a lot of faith in the process and their true intentions for addressing the needs of ALL students in our district. It's a lot of political grandstanding and slowly taking away from Willow Creek, despite the fact that the majority of families in the district have chosen to go to WCA (and that at least three board members were elected on the promise not to defund WCA). No clear path to unification has been shown by the board, and no real show of good faith has been extended. I absolutely think that Bayside students should and can be lifted up, but it doesn't need to be at the detriment of Willow Creek. The way the board is proceeding is undermining the unification process.

This is a huge step backwards. Any family who can afford to leave most likely will. This unification will devolve both schools into what we had 25 years ago and it will continue to fail.

No comment

I support the "one school, two campus" idea: one for K-5, and one for 6-8. Unification makes so much sense, and would ensure that all students in the district are provided the same educational opportunities and are entitled to the same funding.

We want to make sure that the community takes care of the teachers because the teachers are taking care of our community -- but school should prioritize what is best for learning, not what is best for teaching. In my limited experience, WCA excels in this area like few other schools and it is disheartening that the school board and parts of the community have turned against it. The community could be strengthened through this unification, but it feels like the board is more intent on winning than on unifying -- if that is the case, then WCA needs to continue to push \strategies designed to protect itself from loosing. I know that it is seems to defy reason and distracts from core objectives, but sometimes you need to fight for peace. Keep up the good work.

It should be done swiftly to avoid any more budget issues. The only ones suffering are the children.

We need a louder voice as misinformation ssems to get bad info out there

That this unification will really really hurt the kid families of Sausalito and therefor hurt community OF Sausalito. The kids are our future not what was in the past... this is not about what in best interest of OUR precious kids. And it really saddens my heart to see this process be real.

It is largely failing because it has not gotten ahead of fears and mitigated flight. It also hasn't tackled the toughest questions around structure and control which are most likely to trip it up on the decision-maker level. It feels both rushed and yet moving to slow to mitigate fears. Tackle the fears first and buy the time to do it right.

I fear unification will cause white flight and return to the pre-charter school effort to integrate Sausalito and matin City. I feel that we need to talk to Mill Valley to break this cycle.

If unification were to happen my daughter wouldn't be attending MLK.....

Unfortunately, it has felt like the district and county-level leadership has a pre-set agenda that is influencing the unification process. It seems like decreasing the success or closing a charter school is the goal, rather than really seeing what an incredible gem of a school we have as a resource of all of the kids of our district. How I wish our leadership could know and love WCA!

Much of the Town Hall and unification meetings have encouraged a "recreating the wheel" process, asking community members who are not educational professionals to dream up a school, asking people to spend hours and hours of time throwing out ideas and suggestions - when we have skilled professionals and incredibly successful models and programs already in place. The process is creating a great sense of instability and insecurity among teachers and staff, families, and most horribly - the kids themselves. My son is extremely disheartened by the thought of his school being de-funded or dismantled, and does not understand why all kids in the district can't be together, as part of a thriving and successful Willow Creek.

I also would like to give a plug for K-8 school, rather than creating a separate middle school. The benefits of a supportive K-8 school community through the middle school years have been tremendous for my older son, who is now doing great at Tam High.

Lastly, although I am very supportive of all of the kids of the district getting to go to school together, I do feel that the Charter structure and having our own WCA Board has been a key to the success of the school. I wouldn't be supportive of the dismantling of this leadership structure. Sadly, the district leadership has had so very much transition, conflict, confusion and dis-function over many, many years. Please also make sure to include the WCA principal and assistant principal (incredible professionals!) in the development of a district plan.

Let's use the professional resources and examples we have and celebrate and nourish what is thriving in our district currently!

Sincere thanks for taking the time to gather this input.

Best regards and wishing you well in this challenging process.

There is so much money spent on these schools, more than private, and the quality is low. Stop the bickering about disadvantaged and find a staff and teachers that can step up and teach. If they don't meet classroom goals then they should be dismissed. I don't care if someone is black, white or purple; you are damaging these kids by not educating them. I think the younger kids would be better off away from the older kids. I have 4 children and tried to send them to these local schools; but they were so problematic. I don't think much has changed in the last 20 years!

I would support unification ONLY IF Bayside/MLK is open to integrating the successful practices already employed by WCA - project-based learning, responsive classroom, etc. etc. Also, I would want to see our teaching staff fully supported as well.

WCA is a fantastic school exceeding all expectations. We are in Sausalito so my son can attend a great school in walking distance to our home. If there is no public/charter K-8 school anymore in Sausalito, we and many other Sausalito families will leave town.

Strength: many voices have been invited and given opportunities to participate. Weakness: lack of clear steps and timeline

The biggest challenge in combining schools is mixing prepared, motivated students with those that are not.

Any student in Sausalito or Marin City should be able to attend WCA, but WCA should not have to change its charter or its operational approach to educating children, which, based on attendance seems to be preferred by the majority of MCSD families. If there are not enough families who want their children to attend Bayside to make it cost-effective to operate two schools, then WCA should absorb all the MCSD students.

We are losing a ton of students to private schools because of this mess. I worry about the safety of sending my child to MC to be honest and be accepting of the community there. My

son has been told many times by kids in a kindergarten class that he can't play with him cause his skin is white. How they even know what that means at this age is disturbing.

Equal funding for all kids

Equal funding for all kids

I was hopeful in the beginning but it seems like this unification is mismanaged, fraught with coverups & lies and will lead to the SMSCD being completely dissolved. My guess is Superintendent Garcia will be gone in 6 months and this district will be dissolved in 2 years or less. It's a shame, we had a chance to unite and be a shining example of how desegregation can work, and we amazingly got 80% of the way there. However, instead of working together to desegregate the last 20%, all of this infighting will result in the district imploding soon.

How can we engage the whole community, especially those that don't have kids so are out of the everyday loop?

The jury is still out as to whether the unification process is going well. It seemed to get off on a rocky start, with some disorganization with the town halls and work groups. I felt that some of the town halls where folks were split in affinity groups would have been better served by just getting into work groups and buckling down to get recommendations down on paper. for both town halls I went to, we always seemed to run out of time for the actual work groups, and things get late and folks have to leave. We need to see the final report that Superintendent Garcia submitted. I personally want to see if the recommendations were incorporated into the final report.

As far as overarching structure for the school, I am in favor of a single school at the WCA campus because it makes sense to ingest the smaller group into the bigger group to lessen complications in logistics. However, if there is a capacity issue, then I am in favor of having the Junior High be at the BMLK campus. In some view, it makes sense so that the middle schoolers have an indoor basketball court or other amenities. Not sure if there is room to create science labs. I remember having science labs fully decked out with sinks, proper choral/music rooms, even full computer labs. Full track and field amenities, with more sports

leagues.

We moved to Sausalito because of the exceptional charter school of Willow Creek. We are 100% happy with the school, it's walking distance and should the concept change and we are not able to continue with the k-8 charter program for our child, we would leave Sausalito.

WCA has not recognized or acknowledged all the white privilege in our community or the history of redlining that has prevented our community from being truly integrated and inclusive. The entire district should combine with Mill Valley. Having an entire district for 500 kids is inefficient.

I realize this issue has become a racial divide and that makes all of our community very sad. I believe in the theory of no child left behind. I am not certain the Marin County Board of Education has carefully studied these communities and the needs of both schools. By uniting the schools, it will not be the answer for no child left behind. We must make both schools fine schools.

DO NOT AGREE with unification, because WCA is a good school, my kids get the best education, they excel in everything and MLK is in very low ranking school and this is why our family disagree. We will change schools if unification happens

We can make unification happen! We need to come together and talk and listen; listen and talk. Put past behind us and focus on future for all of our collective kids' interests.

It should be an equal and respectful unification. Not a take over or a position of power over the other. Both sides working in unison to make a great school for all children in the district. To put the kids future first and take the pettiness out. It's about the kids education that needs to be the focus.

The district needs to uphold their obligations to the community and the tax base that funds the school. we have a wonderful community and parents trying to engage constructively with this process. time to let go of the past and work together.

I am disappointed the two schools have not been able to figure out the unification process without putting additional heavy strain on the parents. I am willing to pay the high cost of living to be in Sausalito because of the wonderful public education at WCA, however, the burden this process is placing on my family may drive us to move out of the area. It's just about the "straw that broke the camel's back". I place the blame for our current situation on both schools and don't understand why we can't merge the schools and have half the grades in Sausalito and half in Marin City. I do generally like the rules and approach at WCA and since the performance of that school is much greater than Bayside, why not adopt the WCA model for all students in the district and have an elementary school at one location and a middle school at the other? I really don't understand why this is so difficult. I want to focus my limited time on helping my child learn, not on the politics and logistics of sorting through this mess.

I prefer the schools to remain how they have been.

Merge with Mill Valley

The district should be responsible and held accountable for providing a high quality education for all 500 children in the district.

Keep respected community exemplars visible to the kids-all year long, especially at the beginning of the year

I'm losing faith in our superintendent- I don't believe he intends to follow-through with unification. It seems that there is a hidden agenda to ultimately dissolve WCA.

I feel it is absolutely imperative that the unified school remains a charter school. It should be run by a diverse governing board. NOT the Sausalito Marin City School District.

More students per grade level will give more flexibility.

Unification will take many years to accomplish. It cannot be a knee jerk rush based on AGA deadlines. And in the meantime every public school student in this district needs to be supported at an equal and adequate level to ensure success. OPEN the books to the public so every tax payer in the district knows how their tax money is being spent. As a tax payer, I

have a right to this public information.

Need to retain the white population that returned to district because of the tolerant, nonviolent, restorative-justice culture of WCA. Don't need to retain charter structure or separate WCA board. Should combine schools on WCA campus in short term (next school year!), convert all to union, absorb Bayside/MLK into WCA, and revamp Marin City campus for middle school / 94965-community center in long term.

It's not at all clear to me that either school has done (or can do) an adequate job of middle school education. My preferred solution would involve focusing on K-5 education in-district and negotiating an agreement that has students in grades 6-8 attend Mill Valley Middle School.

I have been a Marin City and Sausalito resident for more than 30 years. I was very involved in the creation of Willow Creek Academy and served on the Foundation Board there for more than 5 years. I have volunteered in the District, as well. I have many friends/neighbors and clients that have children in the District, that have attended both schools. I feel very strongly that the School District is withholding funds from WCA for the sole purpose of unifying both campuses to meet the desegregation decreed by the AG and to have control of the larger campus that is already racially diverse, but is a Charter School, with no oversight from the County and it's teachers unions, etc... Basically, the District is forcing the unification and holding WCA funding hostage until they comply. Families have chosen to send their children to WCA 4x more often (per the attendance at both schools) than MLK (even when they shared the same campus, so it's NOT just about Marin City vs Sausalito locations). Willow Creek was busting at the seams prior to moving MLK to Marin City, when MLK had a fraction of the students ON THE SAME CAMPUS. I feel this whole discussion is more about racism and labor unions...and the lack of support the Charter School(s) get from our Superintendent of Schools throughout the County. Let's face it, the overwhelming admin budget for less than 100 students in our District is ridiculous!

I would love the District to be unitified into one school, one campus... Willow Creek Academy, a CHARTER SCHOOL. Where children have to wear uniforms and teachers/administrators can be fired if they aren't up to par. I would like to see the Marin City campus as an auxilliary campus that would offer more specialized cultural/community based learning (maybe ESL classes?). I could see a specialty campus there for our children and adults to learn about the

Arts and potentially have after school programs for art, dance, tech, design... We have a community full of amazing artists that I feel would embrace this idea.

I am furious that my taxes aren't going to support ALL children in the District equally. Now WCA is having to fundraise just to make their basic lunch programs and after school programs work for their more than 200 students that need these programs to survive. I already give thousands of dollars annually through my property taxes... and expect our elected School Board that represent each of the taxpayers in this District to do the right thing! I could care less about the politics. I care about our kids!

I am very disappointed in the current School Board, their lack of transparency, and their withholding of funds until there is a unification plan. It makes for hostile negotiations and an unequal negotiating field when one school that has so much more political clout and public funding, despite the number of students it serves.

I feel the teachers/administrator/parents of WCA are all negotiating from a place of fear...which could be so easily remedied.

We have an amazing opportunity to get this right. We have a wonderful, diverse community full of families of every ethnicity and background. Together we can build one school, with two campuses that could be an example to the World!

I'm conflicted about one or two campuses. There are advantages and disadvantages to both and I don't know enough about Willow Creek to make that decision, but I'm so happy to hear that the two schools will be working together vs at cross-purposes.

The current School Board is trying to destroy WC by defunding it. Wrong! Doesn't make sense. I'm disgusted. Why destroy a functional, viable school. Sausalito/Marin City deserves a thriving school. Why destroy the better school? Let WC lead the way.

Can the district give wca the funds to support all students from both schools to join wca? It seems it would benefit all students of all races & economic levels to have money for art music pe & spanish at the wca campus where there is extraordinary diversity & peaceful happy integration already happening! Please support a peaceful unification for the kids sake & put aside adult differences for the sake of our children.

Make it happen quickly. The correct path is clear and the anticipation of change will cause more grief than the efforts to clean up some mistakes for moving too quickly.

I would be happy to join a working group to help with unification of the two schools. I would enjoy sharing my experience in Curriculum and Instruction and background in the field of education and teaching to help in the process.

Learning how to problem solve using non-violent communication.

Why not use the campus adjacent to willow creek that housed the old middle school? I think it's being rented to the French school. Many families worry about sending their kids to Marin city because they really can't walk or bike there. Riding or walking under the highway is not safe.

The delay in a plan is disappointing. Caring, intelligent people have explored all the options. It is time to reset the goals on a single, supportive school that instills a growth mindset and allows each child to give their best effort.

I think it's important to unify the school district and make it a great district for all kids

Let us make sure we fund all programs fairly.

A poster that once adorned my office walls read - "a child shall lead the way." Perhaps with a unified school, the children will lead the way - we do not have much time to make this happen - there is a huge likelihood that the rapid gentrification of Marin City might include the removal of Public Housing, and the likely removal of many of its "off the books families." This will end Marin City as a truly diverse community. A unified, highly functioning school that activates parents participation in the school and in the community could be the saving grace for the Marin City Community, (fostering aware, committed and politicized residents), who are engaged in the battle to save the housing their ancestors fought to have built), and are

ultimately a solid example of leadership and excellence for many school districts.

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i live in mill valley although i own a home in sausalito because the public school system in sausalito is such a shame that i would never send my elementary age child to either school. honestly i believe the school district is too small and should unify with mill valley. If willow creek closes, no sausalito families will attend a campus in marin city they will either move away or send their children to private schools like they did for decades.

I think that we need to figure out ways to support the Willow Creek parents and communities to feel like the new school will meet the needs of their children.

Would unification mean all students would attend the Willow Creek campus? What happens to the beautiful MLK site? Will Sausalito parents want their children to go to a school that is not in town? And, would Marin City parents want their children bussed into Sausalito? There is so much to consider. Could the schools be separated into a K-4 and 5-8-campus?

Families seem to be voting with their feet because WCA seems like the more popular choice even though it gets lower per pupil funding. Why not send all children there and expand the budget/programs for all district pupils?

Why can't the district reclaim the french immersion school location for a middle school?

I hope we make this work for the well-being of our kids and not for the well being of our administrators! Let's forget what color of skin or where we are coming from and work together to help our kids have a peaceful, bright future! Let's look at the BIG picture.

Keep the WCA education model. Replace the BMLK education model.

Seems like marin city folks are very racist against wca students, I fear that anger would affect the overall culture of the student environment.

Would love to see some enthusiasm from marin city and encouragement to eliminate some strong behaviors towards those who attend wca before this is even considered.

It took years of hard work to get WCA thriving with the model it uses today. It could be even better and can educate all the children in the district with the proper funding and facility additions.

Willow Creek is special place. It is so very unfair that the school is being subjected to this lack of support. If the schools are going to merge then, at a minimum, rebranding with a new name that represents a fresh start might be beneficial. If all the students after unification remain in the WC school campus, switch the 4th/5th/6th to where the 7th/8th classes are currently, to refresh and activate the upper part of the campus. This could also make the 7th/8th more engaged with the rest of the school and closer to admin. and visible.

more interaction between schools include elementary school, middle school and high school. How can they work together as a team of education.

The unification process has been extremely biased, with a pre-determined outcome, and will ultimately be self-defeating. The goal of "unification" may be achieved by this brute-force process, but the principal motivation, that of desegregation, will remain a fleeting illusion. Unification, with the goal of desegregation, will require a merger with a larger district, such as Mill Valley, to provide sufficient numbers of students for actual diversity and equal opportunity to be achieved.

Furthermore, I think it is outrageous, and likely unconstitutional, that excess basic-aid tax revenue, to which my property taxes contribute, are not shared with WCA and do not benefit my children who are enrolled there. Willow Creek is a public school in this district and the disingenuous parsing of words with the intention of depriving these students equitable support is shameful. The unilateral decimation of Willow Creek Academy is both mean-spirited and counterproductive. It is clear that "white flight" has begun and will only intensify in the current situation. This trend will not help solve issues of segregation in the district. I do not believe WCA, or the WCA parents who are in-district taxpayers, have been

treated in good faith.

For these, and other reasons too numerous to describe here, I think the unification process should be re-structured immediately. Sadly, I do not have faith that the AG, the Marin CBOE, the District Administration or the SMCSD Board have the insight or the will to achieve the stated goals. Instead, the nose will be cut off to spite the face.

We need to return to one school in this small district and figure out how we educate all children together under one administration. Willow Creek has divided both communities and it is unfair to all of the children. We are better than this and need to set aside differences and focus on teaching all of our children.

I hope that the eventual unification plan gives all students in the district equal opportunity to achieve academic success.

I need to hear how the unified school will address the academic underachievement in the district that existed when there was only one school. I have recommended that the district model a unified school to the Promise School of LeBron James. Our district has the monetary resources for the number of students to make that school a reality in Marin City. I don't think either campus can adequately house K-8 for the district and I think either there needs to be separate schools for K-5 and Middle or the old MLK complex is needed.

no answer

Don't overthink it. If we can't figure this out, let's disband the school district.

The process has been so contrived/artificial. It's not meant to have real engagement with those attending the unification meetings. The biggest and most glaring gap - lack of parent participation. We can't go forward without real parent participation happening in this process.

We must talk about hard issues as well ie school campus, governance, budget must be talked about if we want unification to become a reality.

Why is this happening now? Why not let both schools co-exist so parents have choice of where to send their kids? Better yet, if you're going to unify, why not unify with mill valley? Mill valley k-8 schools are in desperate need of racial, social, economic and thought

diversity!! The privileged kids of mill valley have as much if not more to gain from
Integration than the kids of Marin city and Sausalito!

Overall supportive! Concerned about teacher/student ratio changing; concerned about achievement gap changing; looking for signs of academic rigor for top performing (or under-challenged) students; would not be open to change of campus location for my middle-schoolers; disappointed/concerned about changes/cuts to Spanish, Arts, Music, Kitchen; want to support WCA entirely; will consider changing schools if key programs like the above are cut.

protect the education of All children in Marin and offer what every Private school offers,
educate, educate, educate

Please support Willow Creek financially and respectfully so the merger will include diverse students, including Sausalito families of any race/ethnicity.

I continue to harp on this... There has been very little communication that is making it to parents that can't make all of the meetings. Families are leaving WCA and the district because they don't know what's happening, and that will kill any efforts to build an exceptional school, and may make it difficult to meet the settlement terms. I think the WCA and BMLK leadership need to be in synch before this can feel like it's working. And in the meantime, people don't want to deal with uncertainty. PLEASE SEND EMAILS ON WHAT IS HAPPENING!!

I think it's important to really see WCAs successes and incorporate them into whatever the unification looks like.

We need to grapple with the issues of family flight, governance, leadership and finances. So far those issues have been entirely or largely ignored.

Would prefer to have unified school at the WCA campus

This process is not as it seems. The board just going through the motions at state's request all along with a hidden agenda. Too many closed door sessions. An acknowledged lack of responsibility to 80% of the kids in the district. Not listening to the Marin City parents and what they really want. Not listening to the parents in SAUSALITO and what they want. The very biased 3 fifths of the board does not have all the kids' backs. They have cut our funding, even though the funds are there. If they are ear marked for other projects then they are failing the kids by not prioritizing them and their education first. Our district is losing families every week. There is no way to stop this. When a district board makes it clear that they have no responsibility to most of the kids in their district, what's a parent to do?

The District Board is in control and has a long history of failure and waste. Putting more students under their control puts more students at risk. Unification will only succeed if guided by leadership with a proven record of success. WCA has that, the District board does not.

I think a k-8 creates the best environment for kids and family. We have loved the project based learning with minimal homework

BMLK has self segregated and colors this as racism and blames their poor performance on WCA . . . and playing the race card always stops logical and honest communication.

Funding disproportionately favors BMLK students but that community does not support it's school or students . . . instead attacking the district school that does perform well, with less funding. In the end, the BMLK students lose and that is a horrible shame.

Couple this the AFT's disdain for charter schools and you get the complete mess we have on our hands.

WCA should be properly funded and allowed to thrive. The community around BMLK has work to do, and it runs deeper than funding. They need to rally around their school, as we have in Sausalito, and see that it succeeds.

Clear communication about the process.

Not a great idea, UNLESS you can figure out how to turn around the failing public school system.

We just want what's best for the children. I do want to add one reason we picked leaving a private school and coming to WCA was- besides all the great things we've heard- was for its beautiful campus and that it's walking distance from our home. We would consider leaving if middle school was moved to Marin City. I imagine many people in Sausalito prefer not to move their kids out of the WCA campus.

The school needs to work to the highest denominator, not the lowest and bring the children up to that standard within a safe environment

I think we are at a critical juncture and I am very distressed to see the funding cuts at Willow Creek. Willow Creek is responsible for so many wonderful families who have moved into Sausalito and enriched the community. It is tragic what has evolved the past few years. So much good is at risk of being torn apart. Families are now leaving because this situation is not being resolved and they are not confident that the decisions made will serve their children and our community. Act quickly before much is lost. Willow Creek needs additional funds ASAP!

Yes I strongly believe support for these kids goes beyond the classroom, there needs to additional resources for kids which has made WCA such an amazing school and a safe environment for my child.

Loss of jobs for Willow Creek Staff is concerning.

Stop trying to destroy Willow Creek Academy!

I hope that the school board respects all students, including those at Willow Creek. I am very disappointed in their blatant bias

How about K-5 at WCA and 6-8 at MLK. A true elementary and middle school.

It feels like the only children being considered are the ones who attend MLK. There is a huge

group from WCA (residents from MC and Sausalito) whose best interest are of NO INTEREST to the folks who are heading up the unification process. It's blatantly obvious and disappointing.

Keep the charter school model. It is the only thing I have seen work effectively in this district.

I am a 37 year resident of Sausalito (born and raised). During my youth, the local Sausalito school was a failing school. My parents put together what means they could and sent me to private. When I returned to Sausalito to raise my children, I did so because of Willow Creek. Finally, Sausalito had a school that was no longer failing and an option for all children to attend. But now my son is in second grade and every day I cross my fingers we can last another day, week, year. The last 4 years (as I was supposed to deeply embed myself in my community school), I have feared for the longevity of this place that so many have worked hard to establish. I cannot condone the events that took place to form WCA. It's not a history I am proud of, but crushing Willow Creek until the unification takes place is NOT the solution. Since September, our classroom alone has lost 4 children. Our class of 16 is now down to 12. A very financially generous, bi-racial family with 4 children (2 children at WCA), just left the school THIS week for private. I want this unification to happen and I want it to happen now. We do not have any time left--I have seen nothing but chaos in this district for my entire life. If the bad news and political games continue, there will be no foundation upon which to build this school. And my hope and dream is for THIS school (whatever it may be called and wherever it may stand) be the best, most nurturing, diverse and academically excellent school in Marin County. We have to do this for our kids, for our history and for the future of this community.

It seems our district gets in trouble for dealing with our diversity issue head on, while other districts have no problems running schools that are over 90% white. What would the county say if Sausalito decided to separate from Marin City; actually create a new school district of just Sausalito? It wouldn't look any different than other Southern Marin school districts, in wealth and population, but we'd get roasted just the same. Sausalito bears responsibility for the empowerment and investment into Marin City, but so do the other towns in Southern Marin. I'd like to see more ownership from them.

I feel the survey, the district board and supervisor aren't the right questions. I was so excited after the very first meeting with Dr Itoco. He brought energy and positivity and reality and made us feel our voices would be heard. Many parents feel that a single school is the best option for this district of only 500 kids. I was thrilled to be part of the process. But the actual process started with predetermined groupings, and we were to asked choose one, most of

which the audience had no experience with, just a willingness to participate. The community had a lot of great energy and ideas, but no structure and no guidance, so there was a lot of reinventing the wheel. But the big picture and the hard questions were not and have not been addressed- what would a unified school look like, and where would it be and would it be a charter school or a traditional school and how would it be governed, how would the classrooms and teachers and union issues be addressed and how would it be financed? There is still no transparency for the lay person to understand the district budget (even the board complains about this). It felt like the cart was put before the horse, and I can't help but feel that the end is predetermined by Ms Mares and Dr Itoco and we are being used to show "community participation". At the last town hall meeting I attended, where I hoped we could address these big picture concerns, we were DIVIDED into "affinity groups"- how was this unifying? I understand the desire to elicit different perspectives and it is important to hear different perspectives (I attended the Courageous conversations workshop), but the plurality of people who came to the WCA meeting were white, and there were too many to have a meaningful discussion given the table configuration (the other groups all fit into one long table), and people were really wanting to have meaningful conversation, so the group broke into 3 large groups, and then got blasted for having 3 times the voice of the "minority groups"- this was divisive and could have been anticipated with some forethought into who might attend, structure, and room rearranging. There were several well known, engaged Marin City community members who walked out saying the process was "too contrived". I heard many parents complain.

80% of the district has chosen a charter school for their education to which the district has openly said it has no fiduciary responsibility, and the path thus far DEMONSTRATED has been to financially decimate the charter school, repatriate the dollars to the district, put on a show of community engagement for the monitor and the AG, and in the end, I fear a CONSOLIDATION, not a UNIFICATION. Without engagement of the district with the board of WCA to figure out how to manage the interim situation before unification, in a way that keeps families in our school community, there will be further flight from the district. This will be detrimental to the desegregation efforts, as history has shown. This is the first year in 10 years without increase in enrollment at WCA and enrollment is down 10%. Families are scared and not willing to risk their child's education. Further attrition will be a financial disaster and a "brain drain" from the district (from both schools). I don't feel the WCA voice is being ATTENDED To (I know we are "HEARD"). Stabilization of enrollment will require leadership courage, not just community engagement.

Do not agree with unification

I am hoping to hear different narratives when the description of the issues that Willow Creek is facing. I am hoping that the Marin City/Sausalito School District can get past the years of conflict, hard feelings, random changes and bias on all sides, different naturally, and really put together a wonderful new enlightened environment where all students can thrive to and above their ability!

Would like to see unification happen in a way that is charter friendly.

A unified school should move forward with a plan that is similar to the one currently in place at WCA

We must retain key WCA educational programs and stem the loss of families

Forced consolidation on the district's terms is a non-starter

If the unified school recommendation remotely resembles closing the WCA charter in one school in favor of anything else, it will be rejected.

Because you asked....

Honestly, the unification process has felt like a foil designed to make it look like input is being sought by WCA families so that box can be checked - when meanwhile the funding decisions and stance of the non-WCA parent District Board members makes it clear that their intention is to decimate our school - and that they plan to do so before a new school concept has been clarified, articulated, developed, or prepared to transition students. There has been no viable transition plan suggested. No clarity around what we are going FROM and TO, and how the recent 2020-2021 financial funding decisions that have stripped our students from essential academic and social/emotional support will facilitate that. As an involved parent, I am watching how our diverse and lower income families will be most impacted - and the stress is trickling through to all students and families - and then more broadly in the community - impacting parent involvement and volunteerism. What started out as a seemingly well-intentioned and inclusive process doesn't not seem to be yielding commiserate results.

As an affluent, white, involved WCA parent and taxpayer, I do not feel I actually have a voice in this process. I attend TownHalls regularly and am not really a stakeholder. I can be OK with that as long as I know there are advocates who do care for my kids, and my kids' friends who

live across this district and represent different races, cultures and socioeconomic backgrounds. I see this in Josh and Caroline, but then other District leaders seem to be optimizing for old vendettas, political forces that are not clear nor transparent, and are misaligned from current reality of the majority of our students. They might not actually be - but this is how it is coming across to me in communications and how decisions are being made.

There's a lot of focus on race - which is good for all of us. It is a complicated, hard topic that every human being must continually find a way to improve upon. I am aligned with that and feel personally committed to that - but it also feels like a distraction when it comes to our District schools and related financial decisions. You only remain part of this district with school-aged children if you (1) have to because this is where you can afford to live, or (2) have entrenched roots, or (3) have many other options - but deeply value the racial, cultural, socioeconomic diversity of this District - want that and the values that come with it for your children - and see differences as tremendous asset. Trust me, there are loads of better places for white supremacists to live - not far down the street.

What is boldly missing for me is deep financial transparency that we all deserve. Why is it that our traditional public schools have historically received much higher funding than our charter and yet consistently have underperformed? What happened to the money? Why is there a false narrative consistently voiced around preferential WCA funding when you can simply follow the money in public record and see that's not the case? Why aren't all District Board members openly addressing that with us and fighting for honest, clear narratives - and fighting back on NextDoor posts when uninformed neighbors spread false ones?

Unification needs to start with acknowledgement of the current state and all the facts. From that - we can all be in problem-solving mode. For me - it still feels like this is missing from the process, along with a sense of what we are moving to, and clarity around how decimating one of our schools over the next year is the right approach for facilitating that - and a sense that decision-makers truly are practicing what they preach in terms of equal treatment and inclusion.

This weekend, we lost another round of involved WCA families from the District - driven to private schools because how this has been handled. The WCA funding decisions were the nail in the coffin for them - feeling that our district does not care about its students - rather would prefer to optimize for district politics, hidden agendas, and old vendettas, while our kids sit in the crosshairs. They are sick of feeling "bullied" by the District and no longer want to focus energy on these issues - and want to move onto ensuring their kids are getting the best academic resources available to them. I don't blame them - and often teeter on this edge - but won't go there as a WCA Parent Council leader. I have to hang on and be a role model - there is too much at stake.

Our WCA lower grades are being decimated - with kids leaving the district. My daughter's 22 student second grade class is down to 15 this week. Some attrition is attributable to moves out of District, while the majority are families choosing private schools - either through scholarship or otherwise - because of how the District has been handling this process.

I wish I had a better set of views to offer - but you asked - and I felt you should know. Please turn this around. There is still time for "signal actions" that set vision, rebuild confidence, and facilitate transition.

Could WCA possibly be elementary only and MLK a middle school?

Please add my email to be notified of all future unification meetings currently I've been notified of zero (not good!:\)

The Marin City/Sausalito district is extremely diverse: culturally, economically, educationally, and racially. Because this district is so uniquely diverse, I firmly believe that a public charter school format would be most beneficial to all students in the district. Public charter schools have curricular and managerial freedoms that traditional public schools do not. This allows teachers to develop lesson plans and change their teaching techniques depending on the unique educational needs of their individual students. It also invigorates teachers to be more engaged and creative in their project-based lesson plans. Because charters are still public

schools, they must follow the same major regulations and laws that apply to traditional public schools. However, because they're able to avoid much of the red tape associated with traditional schools, charter schools can devote more energy and resources to implementing high academic standards and helping students achieve educational excellence. Charters are held to high accountability standards that contain specific goals for student achievement. Additionally, charter schools are accountable to students, parents, and the community. Many charter schools have smaller class sizes than traditional public schools. This allows for students to have more one-on-one time with their teachers. By having the ability to focus on individual students' needs, teachers are able to ensure that students are receiving an equitable education. Importantly, public charter schools are open to all students and promote a diverse student body.

I believe that Willow Creek Academy has many foundational qualities that we should be building on. It would be a real devastation and shame put upon our community to see the years of progress and hard work that has shaped the WCA educational system torn apart. It would set our district's progress back many years, and as a parent of a 2nd grade child who will be going through the transition, I am fearful that this transition will not be smooth or beneficial to her education. Right now, WCA is a great school, but it could be exceptional if the district improves upon what we have already achieved. The students at Bayside MLK are suffering due to district mismanagement. It is not fair to any of us, especially those students and parents. WCA needs to accept all Bayside MLK students with open arms. Bayside MLK students who do not want to go to a public charter school should have the option of attending Mill Valley Public Schools.

No

The families of the black students at willow creek have not been present

Keep both schools separate.

No

We do not know what more unification is needed at WCA. We had a perfect balanced school with perfect ethnic (no minority group) and socio economic balance, from both communities and no division. This "unification" has divided our communities and even our children. So many good intended families are gone. Families from both communities, that worked hard to build our dream school are gone. I believe that people who do not have kids at WCA made

assumptions instead of coming to visit and seeing what great school we had. This is such a sad situation.

Just concerns whether WCA will remain a charter school at the conclusion of the process

Not one mention of any type of social services makes me think the problems are going to continue. If you can't address the real issue then nothing is going to change. Good luck.

It is important to communicate NOW (mid January) to parents what the new vision and timeline is for a unified school to keep as many families as possible in our town. Its been a quiet period since we all came back to school after new year and people are wondering what the plan is. People are not feeling like the district is going to help ensure WCA is fully funded for this next year (necessary to keep people from leaving the Sausalito/MC community). Please be smart with the budget to ensure this happens. We have the potential to be an example for our country as the model for a unified high achieving, diverse and inclusive school should look like.

If WCA can't offer a robust school program next year during this transition period to a unified vision, then half or more of the families will leave. I know bad decisions were made in the past to cutting Bayside MLK programs. Let's learn from it and not repeat that with WCA.

We need to keep people at both schools here as we transition to ONE unified school the following year. Let's roll up our sleeves and offer creative solutions on both sides. We need realy financial solutions to solve the budget gap at WCA. Otherwise, more families are leaving each week because they are unsure what next year looks like for their child.

Let's do it together! One school either at WCA or Bayside MLK campus. Or split elementary at one, middle school at other. I prefer all at one campus and FINALLY having a community center at other campus (either one). Then we can offer incredible after school programs, athletics, arts, parent focused courses, community events....to our Sausalito Marin City families similar to how other vibrant towns do at their community center. We desperately need a place like that to bring a diverse group of people naturally connecting as humans

again.

It should not be a disguised takeover but instead, a real unification.

That the children of 94965 should be the focus

It's enough smart educated people involved in this process. Please put the kids first and unify the two institutions for the better of their education. My two youngest kids attend wca and I want the best education I can provide for them. I would hate to take them out and place them in private school because I believe in the public school system. In short, we live in beautiful Marin County and have a chance to make a difference in these young peoples live for the better. They are are not subjected to the bureaucratic woes that Alameda, Solano and San Francisco counties are subjected too. We have a standard that needs to be upheld. And it starts here. Thank you.

The SMCS D board needs to start respecting and listening to all families and begin realizing that they are elected to do so.

Teams leading the unification should have same amount of leaders from both schools and be transparent

Unification won't be possible until we stop putting in people minds that this is a war, "black vs. white", "poor vs. rich" , etc., because that is not true.

you need parent participation of all the children or else you have nothing . get rid of the superintend a waste of money

create the vision of the end product first, then discuss how to go about it.

Save our school(s)!

I hope the unification process acknowledges the actions that are currently leading to student success at both schools and does not strip away any progress that has been made in helping student achievement.

25 years ago our son went to Bayside for kindergarten when it was the only school. Very few parents volunteered, came to events or seemed to be involved. The children from Marin City

were bussed in and I felt that their families and parents didn't feel very comfortable, or couldn't spend time there. I was happy to see a charter school that was supported by families from both communities and seemed to give all of our students a good education, connecting children and families from both towns and doing well. It seems to me that the problem is that there is a larger charter school and smaller public school trying to use the same funding. With the state declaring that the public school is segregated and needs to be corrected, I think combining the two schools is a good idea, but I recognize that the problem will be who has control and decision making - the board of Willow Creek or the elected school board. They will need to work together. The end result should always be that all of the students get the opportunity to have great educations. If the schools need to do fundraising requests to support arts and music, then doing public campaigns is a wonderful idea as I see Willow Creek starting on Bridgeway with their signs.

Survey Thematic Results

The teacher/staff, general community, and parent surveys included some open-ended questions. Those data were analyzed by reviewing them for major themes and patterns. The findings from selected questions are below. They are from the teacher/staff and general community surveys. Administration of the parent survey is still in progress.

Each theme is followed by samples of phrasing from respondents' comments in order to illustrate and elaborate on that theme. The questions below were selected for the DAG discussion. Additional open-ended questions from the teacher/staff survey are more detailed and are not included here. They are listed at the end for reference and future use, if desired. Those results may be helpful during unification implementation and in creating trust and healing.

Q1: What characteristics do you believe make a high-quality K-8 school? (Teacher/Staff & General Community)

- *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.
- *Diversity*: multi-dimensional diversity, diverse staff and students, respect for people's different backgrounds, curriculum
- *Community Support*: community involvement in schools,

community-based school, community aware of quality of its schools, schools/classes participate in community events

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

➤ *Leadership*: came up a consistently, 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 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)

Q2: What do you think creates a school culture of high academic expectations? (Teacher/Staff & General Community)

➤ *Parents*: Involvement in child's academic work and with child's teacher, care about academic

achievement, parental supervision, set high expectations and hold child accountable, encouragement, social-emotional support, meet child's basic needs, instills good work habits

- *Teachers*: care, passionate about students' growth, highly skilled, enthusiastic, inspires, fosters curiosity, gives feedback, is organized, teaches to the whole student, encourages students, addresses gaps and challenges constructively, partners with parents as needed
- *School Climate and Learning Environment*: calm structured welcoming, working together and supporting each other, safe positive school climate, positive reinforcement, tuned into individual students' needs, inclusive, respectful, sense of belonging, challenge at appropriate level, challenging courses, academic rigor, professional development for teachers, academic coaches and support, excitement of learning focus rather than end product, engaged learning, flexibility
- *Expectations*: clearly defined and communicated standards, standards and expectations upheld by teachers/staff and parents and alignment between them about standards/expectations
- *Accountability*: effective, relevant assessment, appropriate rewards for achievement, hold students accountable, no blame game
- *Empowerment*: of students, recognize individuals' strengths, give feedback and support, respect, instill pride in their work, taught curiosity and love of learning, social and emotional support
- *Peers*: working together and supporting each other, lift each other up, curious and driven to excel
- *Leadership*: a lot of variation in what people said about leadership--inspirational leadership,

highly engaged leadership, school leadership with low turnover in teachers, staff and administrators, empowers teachers and others to accomplish school goals, top-flight leadership, leadership guidance around structure and governance, vision to give this community a marquis, transcendent school, trusted, can build a collaborative, cohesive teaching team

Q3: What about school unification excites you most? (Teacher/Staff)

- Working together and learning from each other
- More students
- All working toward a common goal, one diverse community, educational equity
- Creating a school culture (social justice) that benefits the whole community
- Pooling resources to strengthen programs, both schools have fiscal stability
- Eliminating the division, tension, competition and pettiness

Q4: If you have concerns about school unification, what are they and how might they be addressed? (Teacher/Staff)

- *Structural & Logistic:* union/non-union?, what happens to jobs?, potential negative treatment by parents, how make everyone feel welcome, funding, keeping academic rigor at both schools and aligning curriculum, potential increased bureaucracy, i.e. paperwork, need a clear path forward—what specifically will happen over the next two years?
- *Transparency & Inclusion:* need clear, consistent communication about plans and meetings,
 - involve teachers in nuts and bolts of implementing unification
- *Families Leaving Area:* due to beliefs about school quality, don't want forced unification/integration, (recommendation: get WCA families who strongly support unification to lead joint effort to build support among WCA community)

- *Emotional*: a lot of anger, how to heal the pain, fear of loss (e.g. of curriculum, school climate, employees), beliefs and animosities about both schools, high tension around race—how to deal with it? people in power will ultimately just get black and brown people out of Marin, some have great hope for & belief in unity & want to see these schools lead the way for the rest of the world

Q5: Do you have other thoughts about unification that you would like us to know? If so, please tell us below. (General Community)

- *WCA Fears*: a lot of concern about WCA being damaged and/or dissolved, funding, need to recognize WCA successes, desire to retain charter school (over public school), families moving out of the area so declining WCA enrollment, being labeled racist, perception that unification process has no concern for WCA, destroying long-term work of parents and their goodwill, going back to problems of pre-charter school days
- *Unification Process*: mistrust of unification process—that there's an existing agenda for which this is all just window dressing, that it's piecemeal and hasn't involved professionals with school- building and unifying expertise, disorganized and rocky, needs to be more equal power balance, the difficult logistics and structure issues haven't been addressed, vision needs to be clearly defined, some feel process moving to slow, others too fast, some feel unification is a forced takeover rather than collaborative process, join with Mill Valley District, how to engage more of the community that doesn't have kids in school, creating insecurity among staff and community, fears haven't been mitigated, communication not making it to parents and community who can't attend town halls, many voices have been invited and attended, Marin City African American parents not attending
- *SMCSD Board*: lack of trust, history of mismanagement, perception of hidden agenda, should be committed to healing community and educating all students, need better way to govern the schools, not listening, have made this a political fight, perception of trying to destroy WCA

➤ *Race/Ethnicity*: WCA hasn't acknowledged privilege and redlining history that's damaged POC in

Marin, concerns about WCA labeling as racist, concern the schools have become a political and racial issue, focus seems to be only on students of color instead of all students, feeling that African Americans in Marin City don't want to work with or go to school with whites

➤ *Desire for Unification*: want to see the goal achieved, know it's difficult and complicated, will

take time and uncomfortable decisions and actions, will have to put past behind and move forward toward shared goal, desire to work together, keep sight of the big picture, stay focused on educating all children, rebrand new school to help with fresh start, SOME DO Not Agree with unification, some say Sausalito families won't send their kids to school in Marin City, desire to retain current successes happening at both schools

Q6: What ideas do you have for how BMLK and WCA teachers and staff can work together and get to know each other better? (Teacher/Staff)

➤ *Joint Events*: staff meetings, councils, learning together, stress importance of attendance,

observe each other teach, share meals, spend more time at each other's school, joint decision- making, more playful enjoyable shared events, team-building activities, joint field trips, mixers that help people get to know each other beyond work, teachers and staff coordinate curriculum

➤ *Healing and Trust*: perception of better and worse school will have to be addressed, sense in

community that schools/communities are pitted against each other makes unifying difficult, determine issues around unionization so those are settled, alleviate concerns about job loss

Q7: What suggestions do you have that would help unify the schools and communities? (Teacher/Staff)

➤ *Meaningfully involve teachers/staff*: most at both schools want to unify, work with and use

them to get community
buy-in

- *Transparency*: clear, frequent, consistent communication about logistics of implementation, structure, funding, and specifics of path forward
- *Joint Events*: events that involve people from WCA and BMLK to get to know each other and build community, team building, joint training, interaction-not just town halls, school/community councils
- *Address Fears & Build Trust*: reiterate & live out goal of unified school and community, acknowledge WCA is good school people want & support it, real conversations about privilege, pain, discomfort, how to reach unity goal

