

# Dr. Martin Luther King, Jr. Academy

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Dr. Martin Luther King, Jr. Academy
<b>Street</b>	636 Nevada Street / 200 Phillips Drive
<b>City, State, Zip</b>	Sausalito, CA 94965
<b>Phone Number</b>	(415) 686-6060 / (415) 332-3573
<b>Principal</b>	David P. Finnane / Eveta Jackson
<b>Email Address</b>	dfinnane@smcsd.org / ejackson@smcsd.org
<b>School Website</b>	www.smcsd.org
<b>County-District-School (CDS) Code</b>	21-65474-6024889

## 2022-23 District Contact Information

<b>District Name</b>	Sausalito Marin City School District
<b>Phone Number</b>	(415) 332-3190
<b>Superintendent</b>	Itoco Garcia, Ed.D.
<b>Email Address</b>	igarcia@smcsd.org
<b>District Website Address</b>	<a href="http://www.smcsd.org">http://www.smcsd.org</a>

## 2022-23 School Overview

Vision - We guide students in their development to become confident communicators, open-minded collaborators, critical thinkers, resilient problem solvers, and engaged global citizens.

Mission - As a community school, our mission is to bring together and align essential resources to support students and families in a safe, healthy, and culturally relevant environment. We balance a focus on social emotional, creative, physical and academic skills to ensure that our students have all the tools they need to be successful throughout their lives.

Dr. Martin Luther King, Jr. Academy is an TK-8 community school located in Sausalito and Marin City. Located on two campuses in Sausalito and Marin City, we are blessed with small class sizes, exemplary teachers and strong community support. Our mission statement defines what we are all about: We strive to be compassionate citizens of the world demonstrating confidence, integrity, and academic excellence. As global thinkers, we have pride in ourselves, our knowledge, and our community. We are committed to creating a culture where we connect with our past and voice our desires for our future. We are the dreamers and doers of Dr. Martin Luther King, Jr. Academy. We hold the power to enact change and give back to ensure the success of our community.

We provide a challenging curriculum, based on Common Core, a set of standards developed by the federal government in the hopes of unifying education standards nationwide. Our course offerings include Language Arts, Social Studies, Science, Math, Physical Education, Music, Foreign Language (6-8), Visual Arts, Mindfulness, and Garden. Our teachers work to provide individualized learning opportunities to our students. Technology is also deeply integrated into the curriculum with 1:1 access to a Chromebook for all students in grades TK-8, when needed.

Transitional Kindergarten through 8th grade students have a variety of after-school opportunities including the district's after-school PEACE program on campus and community programs such as Bridge the Gap College Prep (1st - 8th), Marin City Recreation, Play Marin, and Performing Stars. Our students enjoy a wide variety of extra and co-curricular activities. Students participate in sports, robotics club, student council, yearbook, garden club, and extracurricular music and art classes.

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

## 2022-23 School Overview

David Finnane  
Eveta Jackson  
Co-Principals

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	45
Grade 2	38
Grade 3	46
Grade 4	36
Grade 5	45
Grade 6	40
Grade 7	49
Grade 8	47
Total Enrollment	391

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4
Male	47.3
American Indian or Alaska Native	0.3
Asian	8.4
Black or African American	25.1
Filipino	0.3
Hispanic or Latino	30.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	9.7
White	25.1
English Learners	20.7
Foster Youth	0.5
Homeless	0.8
Migrant	0.0
Socioeconomically Disadvantaged	54.2
Students with Disabilities	16.4

## **A. Conditions of Learning** **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.00	45.80	21.40	68.81	228366.10	83.12
Intern Credential Holders Properly Assigned	1.10	8.40	1.10	3.54	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.00	38.17	6.80	21.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.80	2.57	12115.80	4.41
Unknown	1.00	7.63	1.00	3.22	18854.30	6.86
<b>Total Teaching Positions</b>	<b>13.10</b>	<b>100.00</b>	<b>31.10</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	4.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>5.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	50.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	40.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The textbooks/curricula we utilize are on the State of CA adopted textbook/curricula list for each content area. For a list of the textbooks/curricula we use at our school, see below.

We have also reported additional facts about our textbooks/curricula called for by the Williams Act legislation of 2004.

**Year and month in which the data were collected**

9/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Teacher's College Reading & Writing Project-Lucy Calkins (K-8) Adopted in 2017  Wilson Reading (Grades 1-5) Adopted in 2022	Yes	0
<b>Mathematics</b>	Big Ideas (K-8) Adopted in 2018	Yes	0
<b>Science</b>	Mystery Science (K-8) Adopted in 2019  Green Ninja (6-8) Adopted in 2019	Yes	0
<b>History-Social Science</b>	TCI History Alive Social Studies 6-8 Adopted in 2011	Yes	0
<b>Foreign Language</b>	N/A		0
<b>Health</b>	N/A		0
<b>Visual and Performing Arts</b>	N/A		0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		

## School Facility Conditions and Planned Improvements

Security on campus is highly important and well considered. Emergency planning is under review and final products will be shared with the staff when complete. Fire Prevention is always a high priority - fire breaks are set up around campus and fire drills are held on a regular basis as required by law. Playground safety is highly important and regularly addressed. Playground equipment is inspected for safety on a regular basis. Chemical Safety is reviewed in each relevant classroom on a yearly basis.

Pest Management is managed as required by law. Self Inspection and IIPP is integrated in regular processes on campus. All buildings at Martin Luther King Middle School are in good condition.

**Year and month of the most recent FIT report**

9/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b>	X			

## School Facility Conditions and Planned Improvements

Restrooms, Sinks/ Fountains				
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	38	N/A	38	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	26	N/A	26	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	265	252	95.09	4.91	38.10
<b>Female</b>	135	128	94.81	5.19	43.75
<b>Male</b>	129	123	95.35	4.65	32.52
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	19	17	89.47	10.53	52.94
<b>Black or African American</b>	76	75	98.68	1.32	18.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	83	80	96.39	3.61	27.50
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	29	27	93.10	6.90	51.85
<b>White</b>	57	53	92.98	7.02	69.81
<b>English Learners</b>	46	40	86.96	13.04	15.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	129	124	96.12	3.88	22.58
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	61	55	90.16	9.84	14.55

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	268	257	95.90	4.10	26.07
<b>Female</b>	138	133	96.38	3.62	25.56
<b>Male</b>	129	123	95.35	4.65	26.83
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	19	19	100.00	0.00	36.84
<b>Black or African American</b>	79	75	94.94	5.06	6.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	83	81	97.59	2.41	22.22
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	29	27	93.10	6.90	37.04
<b>White</b>	57	55	96.49	3.51	49.09
<b>English Learners</b>	46	45	97.83	2.17	17.78
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	132	125	94.70	5.30	15.20
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	61	55	90.16	9.84	5.45

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	0	14.61	0	14.61	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	94	89	94.68	5.32	14.61
<b>Female</b>	45	43	95.56	4.44	13.95
<b>Male</b>	49	46	93.88	6.12	15.22
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	30	28	93.33	6.67	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	28	28	100	0	14.29
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	13	12	92.31	7.69	33.33
<b>White</b>	14	13	92.86	7.14	30.77
<b>English Learners</b>	13	13	100	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	46	43	93.48	6.52	6.98
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	22	20	90.91	9.09	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90	90	90	90	90

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Parents have a variety of opportunities to become involved at our school and become an important part of our school culture. They are invited to volunteer with teachers in the classrooms as well as work from home (preparing class materials), etc. Parents may also serve on our school parent club (Parent School Alliance) as well as serve on our school/district LCAP and ELPAC/DLAC committee. We also offer various parent education events throughout the year via our community partners or our community school program.

Our community members, stakeholders, and business/service organizations support the academic and social development of our students by volunteering at our school as well. We have a strong partnership with many local businesses and agencies who dedicate hundreds of hours per year to our school community.

Bayside MLK opened a parent resource center in the Fall of 2019 which is designed to be a place where parents can get support for a variety of needs including resume writing, CalFresh, MediCal, clothing, etc. Parent center staff also offer parent education classes, facilitate our ELAC committee, advocate for parents in court, support parents and kids through the SARB process, and support parents who have kids who are experiencing issues with attendance. Please get involved at Bayside MLK and/or seek support through our Parent Resource Center. Please contact our Community School Manager, Jahmeer Reynolds, at [jreynolds@smcsd.org](mailto:jreynolds@smcsd.org) or 415-332-1024 X309. We welcome your presence on our campus and need you involved in order to best support our students.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	433	416	123	29.6
Female	226	214	58	27.1
Male	206	201	65	32.3
American Indian or Alaska Native	1	1	0	0.0
Asian	35	35	13	37.1
Black or African American	117	108	45	41.7
Filipino	1	1	0	0.0
Hispanic or Latino	129	125	31	24.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	46	45	19	42.2
White	102	99	15	15.2
English Learners	88	86	26	30.2
Foster Youth	9	8	5	62.5
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	251	241	89	36.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	88	87	31	35.6

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.60	1.38	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.23	0.00	3.21	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.23	0.00
Female	1.77	0.00
Male	4.85	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.86	0.00
Black or African American	6.84	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.10	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.17	0.00
White	0.00	0.00
English Learners	2.27	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.95	0.00

## 2022-23 School Safety Plan

As safety is our highest priority, we make every effort to ensure that students staff are safe at all times. We require all visitors to sign in and out in the office, and wear visitor badges.

Whenever students arrive at school late or need to leave early, they must be signed in and out at the office. We contact parents when a student is absent in an effort to verify absences. In addition, students must have permission to be outside the classroom and must have a pass in hand when in the hallways in middle school.

We hold monthly emergency drills that focus on fire and earthquake emergencies. We also hold regular Lockdown drills. Each room has an emergency backpack filled with provisions in case of a disaster. We utilize the school website, memos, flyers, and the Catapult communication system to notify parents of all activities and events, including campus safety concerns.

Surveillance cameras are located throughout the main building and outside the premises of the campus (in some areas) at our middle school.

The School Safety Plan is currently being finalized and will be shared with parents, students, and staff prior to January 1, 2023. It includes procedures for a wide variety of emergency events and outlines the staff's actions and responsibilities.

## D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		1	
1	12	1		
2	15	1		
3	13	1		
6	8	6		
Other	19	1		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1	1	
1	9	1		
2	8	1		
3	10	1		
4	7	1		
5	8	1		
6	18	3	1	
Other	16	1	1	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	4		
1	15	3		
2	13	3		
3	15	3		
4	18	2		
5	15	3		
6	17	11	6	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.0
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0.4
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	26,323	11,448	14,875	80,447
<b>District</b>	N/A	N/A	43,295	\$85,089
<b>Percent Difference - School Site and District</b>	N/A	N/A	-97.7	-5.6
<b>State</b>	N/A	N/A	\$6,594	\$74,053
<b>Percent Difference - School Site and State</b>	N/A	N/A	77.1	8.3

## 2021-22 Types of Services Funded

The Sausalito Marin City School District developed a Local Control Accountability Plan (LCAP) for the 2020-2023 school years that provides substantial investment in resources, staffing and goals. Through significant community input and staff attention, this LCAP sets a solid course for increased student outcomes at Bayside MLK Academy. Those outcomes, both social/emotional and academic, are bolstered by intentional allocation of appropriate staffing and resources toward identified student needs. Without question, this LCAP outlines the fiscal commitment toward improving our school system, in a way that is unprecedented for this District.

Goal One exhibits our commitment to the "whole child" through actions to increase academic achievement and opportunities for personally enriching experiences in the arts, while strengthening supports for social/emotional development and positive relationship development.

Goal Two exemplifies a true commitment to the Community School Model by resourcing positions (Community School Coordinator, Parent Liaison) that will support our students, family, community and staff through coordinated efforts and communication.

Goal Three shows the understanding of the critical nature of communication and partnerships among all members of the learning community. The actions focus on increasing and improving engagement and communication within the school, and between the school and families, community and local businesses.

Goal Four underscores and reinforces our understanding of the need for a safe and healthy school environment. Our commitment to this premise is reflected in our newly formed and highly focused goal that includes physical, social and emotional health of everyone in the learning community.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$57,397	\$46,844
<b>Mid-Range Teacher Salary</b>	\$89,884	\$73,398
<b>Highest Teacher Salary</b>	\$109,100	\$93,345
<b>Average Principal Salary (Elementary)</b>	\$159,944	\$116,457
<b>Average Principal Salary (Middle)</b>		\$122,115
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>	\$195,000	\$136,296
<b>Percent of Budget for Teacher Salaries</b>	20%	30%
<b>Percent of Budget for Administrative Salaries</b>	9%	6%

## Professional Development

TK-8 2021-2022 Professional Development focused on pedagogically and linguistically relevant teaching and learning, promoting a healthy classroom/school culture and climate based on the PBIS platform, and reading and writing workshop. Big Ideas Math was also addressed at the elementary school level (TK-5).

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	