

Bayside Martin Luther King Jr. Academy

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Sausalito Marin City School District

200 Phillips Drive
Sausalito, CA 94965
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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.

Bayside Martin Luther King, Jr. Academy is an TK-8 community school located in Marin City. Located in a beautiful facility completed in 2009, we are blessed with small class sizes, exemplary teachers and strong community support. Our mission statement defines what we are all about: We strive to be compassionate citizens of the world demonstrating confidence, integrity, and academic excellence. As global thinkers, we have pride in ourselves, our knowledge, and our community. We are committed to creating a culture where we connect with our past and voice our desires for our future. We are the dreamers and doers of Bayside Martin Luther King Jr. Academy. We hold the power to enact change and give back to ensure the success of our community.

We provide a challenging curriculum, based on Common Core, a new set of standards developed by the federal government in the hopes of unifying education standards nationwide. Our course offerings include Language Arts, Social Studies, Science, Math, Physical Education, Music, Visual Arts, Mindfulness, and Garden. Our teachers 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 K-8 when needed.

Transitional Kindergarten through 8th grade students have a variety of after-school opportunities including the Boys and Girls Club program on campus, and community programs such as Bridge the Gap College Prep (1st - 8th) and the Manzanita after-school program.

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 as well as serve as kitchen ambassadors in our school kitchen. Additionally, we have basketball teams that participate in the local middle school athletic league.

Our Conscious Kitchen meal program provides students with breakfast, lunch, and an after-school snack 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.

David Finnane, Principal

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	22
Grade 1	15
Grade 2	15
Grade 3	7
Grade 4	17
Grade 5	15
Grade 6	4
Grade 7	14
Grade 8	10
Total Enrollment	119

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	48.7
American Indian or Alaska Native	0.8
Asian	3.4
Filipino	0.8
Hispanic or Latino	30.3
White	6.7
Two or More Races	7.6
Socioeconomically Disadvantaged	84.9
English Learners	30.3
Students with Disabilities	16.8
Homeless	5.9

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

Teacher Credentials for Bayside Martin Luther	17-18	18-19	19-20
With Full Credential	11	10	10
Without Full Credential	3	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Misassignments and Vacant Teacher Positions at Bayside Martin Luther King Jr. Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	.20	0	0
Vacant Teacher Positions	0	0	1

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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).

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>Wonders Reading (K-5) Adopted in 2015</p> <p>Wonders Writing Series (K-5) Adopted in 2015</p> <p>Teacher's College Reading & Writing Project-Lucy Calkins (K-8) Adopted in 2017</p> <p>Read 180, System 44, and iRead Adopted in 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Mathematics</p>	<p>Big Ideas (K-8) Adopted in 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Science</p>	<p>Mystery Science (K-8) Adopted in 2019</p> <p>Green Ninja (6-8) Adopted in 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>History-Social Science</p>	<p>TCI History Alive Social Studies 6-8 Adopted in 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 1/3/18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School/District 17-18	School/District 18-19	State 17-18	State 18-19
ELA	20	21	50	50
Math	27	21	38	39

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School/District 17-18	School/District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	6.7	26.7	20.0
7	33.3	16.7	25.0

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	53	98.15	20.75
Male	27	27	100.00	18.52
Female	27	26	96.30	23.08
Black or African American	29	29	100.00	34.48
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.00	0.00
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	44	100.00	20.45
English Learners	17	17	100.00	5.88
Students with Disabilities	12	11	91.67	18.18
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	53	98.15	20.75
Male	27	27	100.00	33.33
Female	27	26	96.30	7.69
Black or African American	29	29	100.00	34.48
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.00	5.56
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	44	100.00	22.73
English Learners	17	17	100.00	11.76
Students with Disabilities	12	11	91.67	9.09
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 as lunch and yard supervisors, help out during lunch by working in the MPR, partnering with teachers in the classrooms, working from home (preparing class materials), etc.

Additionally, parents can participate in field trips, and home visits when applicable. Parents are further encouraged to participate in all school-wide events, assemblies, and leadership teams such as the LCAP Advisory Committee and ELAC/DLAC. 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 or 415-332-1024 X309. We welcome your presence on our campus and need you involved in order to best support our students.

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.

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.

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 Blackboard Connect 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. Our campus supervisors carry walkie-talkies to aide in clear, efficient communication as they walk the campus.

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

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	15.5	12.3	7.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	14	2			13	2			11	2		
1	15	1			17	1			15	1		
2	20	1			10	1			15	1		
3					17	1			7	1		
4	24		1						17	1		
5	22		1		19	1			13	1		
6	3	1			8	1			1	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	9	8

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

2017-2018 - Professional Development has focused on trauma informed systems, capturing kids' hearts, integrating culturally relevant material into the classroom, addressing the impact of white bias on student progress and the culture and climate of a school, grades TK-5 Wonders ELA programming, and implementing Writing Workshop in grades TK-8th.

2018-2019 - Professional Development has focused on trauma informed practices, culturally relevant practices, culture and climate based on a PBIS platform, reading and writing workshop and Big Ideas math. All of this work was addressed to grades TK-8.

FY 2017-18 Teacher and Administrative Salaries

Category	District/School Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,751	\$45,252
Mid-Range Teacher Salary	\$82,610	\$65,210
Highest Teacher Salary	\$100,270	\$84,472
Average Principal Salary (ES)	\$147,000	\$107,614
Average Principal Salary (MS)	\$0	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$210,000	\$124,686

Percent of District/School Budget	District/School Amount	State Average for Districts In Same Category
Teacher Salaries	17%	31%
Administrative Salaries	9%	7%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	26,323	11,448	14,875	80,447
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/ State	70.5	24.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The Sausalito Marin City School District developed a Local Control Accountability Plan (LCAP) for the 2016-2017 through 2018-2019 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.