

# Bayside Martin Luther King Jr. Academy

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

Jonnette Newton, Principal

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Sausalito Marin City School District

33 Buchanan St.  
Sausalito, CA 94965  
(415) 332-3190  
<http://www.smcsd.org/>

#### District Governing Board

Caroline Van Alst, President

Joshua Barrow, Vice President

Ida Times, Clerk

William Ziegler, Board Member

Thomas Newmeyer, Board Member

#### District Administration

##### **Superintendent**

Steve Van Zant  
**Superintendent**

### School Description

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

We provide a challenging curriculum based on Common Core, a new set of standards developed by the federal government in the hopes of unifying education standards nationwide. Our teachers design interdisciplinary, project-based learning opportunities for our students. Students take language arts, social studies, science, math, world languages (grades 6-8), physical education, and visual and performing arts. Our teachers provide individualized learning opportunities. Technology is also deeply integrated into the curriculum.

We support our students through a mandatory extended day for grades 6-8. These students attend Academic Excellence Hour one hour a day, four days a week. Students receive tutoring and other academic support during this class. Kindergarten through fifth grade students have a variety of after-school opportunities including the Boys and Girls Club program on campus, and community programs such as Bridge the Gap College Prep and the Manzanita after-school program.

Our students enjoy a wide variety of extra- and co-curricular activities. Students participate in robotics club, student council, eco top chef, yearbook, garden club, and learning to play musical instruments. Additionally, we have flag football, crosscountry, basketball and track and field teams in the middle school athletic league. Also after school, our students enjoy programs supported by the recreation department, including gymnastics, cooking classes, dance classes and drumming classes.

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

Jonnette A. Newton, Principal

### Major Achievements

- The 2012-2014 school years brought a wide variety of new programs and initiatives to Bayside Martin Luther King, Jr. Academy. These initiatives were designed to support our efforts to enhance the culture and curriculum of the school as we have shifted from a two campus K-4/5-8 structure to a PreK-8 Community School, including a new Transitional Kindergarten program.
- With regard to curriculum, teachers were trained in interdisciplinary instruction and the integration of art and technology into their curriculum. To support student success, we have implemented Academic Excellence Hour. Excellence Hour provided a mandatory extended day for all 6-8 students to provide time to complete homework and receive tutoring support.

Tutors from local high schools and colleges worked individually with students to support their growth.

- With regard to culture, Bayside MLK saw many changes this year. We began a partnership with Restorative Justice and implemented their program through morning community circles in each classroom. The program includes the use of restorative practices on an administrative level when responding to discipline and student conflict. We also implemented a new Positive Behavior Incentive System and recognized and rewarded students for positive behavior. Teachers used the Class Dojo app on their iPad to give

students feedback on their demonstration of our Key Commitments: Be Prepared, Work Hard and Be Kind. These three commitments framed the expectations for our students across all classes the throughout the day. Students were rewarded weekly and monthly for “Living the Dream” if they earned 80% or higher in Class Dojo. Rewards included special trips, events and prizes.

- To foster school spirit, we have implemented Fantastic Friday assemblies, in which students are recognized for academic and self-management achievements
- To foster health and nutrition, our Conscious Kitchen meal program provides students with breakfast, lunch, and an after-school snack each day that are organic, non-gmo, using locally and sustainably grown food, all prepared by the Conscious Kitchen chef and staff.
- All of these activities have had a positive impact on the culture of the school and the curriculum in each classroom.

**Focus for Improvement**

- One of our key goals during the 2014-2015 school year will be to continue to effectively build a new prekindergarten through eighth grade school after the merging of our two schools into one Community School.
- We look to further implement the Common Core Standards, continue to integrate curriculum and expand our Positive Behavior System across all grade levels. We continually strive to improve student proficiency and will continue our interventions and support in language arts and math.

**About the SARC**

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (415) 332-3573.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	52.4
American Indian or Alaska Native	0.0
Asian	7.6
Filipino	3.4
Hispanic or Latino	26.2
Native Hawaiian/Pacific Islander	1.4
White	5.5
Two or More Races	3.4
Socioeconomically Disadvantaged	89.0
English Learners	22.1
Students with Disabilities	20.0

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	28
Gr. 1	12
Gr. 2	17
Gr. 3	15
Gr. 4	17
Gr. 5	15
Gr. 6	14
Gr. 7	13
Gr. 8	14
<b>Total</b>	<b>145</b>

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Bayside Martin Luther King Jr. Academy	12-13	13-14	14-15
Fully Credentialed	14		16
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sausalito Marin City School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	16
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Bayside Martin Luther King Jr.	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	0.00	0.00

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

#### Textbooks and Instructional Materials Year and month in which data were collected: 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook:	Open Court Reading (K-5) Adopted in 2000  SRA Spelling (K-5) Adopted in 2000  Step Up to Writing (K-5) Adopted in 2009  Handwriting Without Tears (K-4) Adopted in 2011
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook:	Houghton Mifflin Math (K-8) Adopted in 2008
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook:	Delta-Foss Full Option Science System Adopted in 2007
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook:	TCI History Alive Social Studies 6-8 Adopted in 2006
<b>Foreign Language</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
<b>Health</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
<b>Visual and Performing Arts</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
<b>Science Laboratory Equipment</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	

### School Facility Conditions and Planned Improvements (Most Recent Year)

Security on both campuses is effective. Emergency Preparedness on both is effective. Fire Prevention is in is always in progress for both. Playground safety is effective for both. Chemical Safety is effective for both. Pest Management is also effective on both campuses. Self Inspection is effective on both campuses. IIPP is effective on both campuses. All buildings at Willow Creek Academy are in fair to good condition. All buildings at Martin Luther King Middle School are in good condition.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 4-2-2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	all systems in good condition
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[X]	[X]	good clean condition
<b>Electrical:</b> Electrical	[X]	[X]	[X]	good condition
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<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]	[X]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[X]	[X]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science			53	60	47	60	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	45	49	36	59	60	50	54	56	55
Math	53	60	49	61	52	49	49	50	50
HSS				48	54	37	48	49	49

\* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	3	5	2
Similar Schools			

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	33.3	33.3	26.7
7	21.4	7.1	28.6

\* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	60
All Student at the School	53
Male	50
Female	56
Black or African American	17
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	73
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	50
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School		54	-83
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement

Parents have a variety of opportunities to become involved at school and become an important part of our school culture. They are invited to become room parents to assist in their child's classroom, volunteer as lunch and yard supervisors, help out during lunch working in the Conscious Kitchen, partnering with teachers in the classrooms tutoring small groups of students or working from home preparing class materials. They also participate in tutoring during Academic Excellence Hour, parent sponsored activities, field trips, home visits, and Family Nights at school. Parents are further encouraged to participate in all schoolwide events, assemblies, and leadership teams, such as, School Site Council. Our community members, stakeholders, and business and service organizations support the academic and social development of our students by volunteering at our school as well.

Jonnette Newton is the contact person for parent involvement and volunteering. She can be reached at [jnewton@smcsd.org](mailto:jnewton@smcsd.org) or (415) 332-3573.

### State Priority: School Climate

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

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

### School Safety Plan

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

We require all visitors to sign in and out in the office, and wear visitor badges. We hold monthly emergency drills that are evaluated by the fire or police department. Each room has an emergency backpack filled with provisions in case of a disaster.

The School Safety Plan was revised this year and shared with students and staff. It includes procedures for a wide variety of emergency events and outlines the teachers' actions and responsibilities.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	21.6	10.4	11.5
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	14.8	10.5	5.0
Expulsions Rate	0.0	0.2	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		50.0

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.3
Psychologist	0.2
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$45,239	\$21,420	\$23,818	\$71,004
District	♦	♦	\$23,818	\$71,004
State	♦	♦	\$4,690	\$57,931
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			407.8	22.6

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	25	17	10	0	1	2	1		1	0		
Gr. 1	17	8	7	1	2	2	0			0		
Gr. 2	12	12	9	1	1	2	0			0		
Gr. 3	18	7	8	1	2	2	0			0		
Gr. 4	16	7	10	1	2	2	0			0		
Gr. 5			9			2						
Gr. 6			10			11						
English			14			2						
Math			9			3						
Science			14			2						
SS			27						1			

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,752	\$38,970
Mid-Range Teacher Salary	\$73,644	\$56,096
Highest Teacher Salary	\$92,670	\$71,434
Average Principal Salary (ES)	\$112,000	\$91,570
Average Principal Salary (MS)	\$147,000	\$97,460
Average Principal Salary (HS)	\$0	\$99,544
Superintendent Salary	\$118,000	\$107,071
Percent of District Budget		
Teacher Salaries	19	36
Administrative Salaries	10	7

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).



## Types of Services Funded at Bayside Martin Luther King Jr. Academy

### Professional Development provided for Teachers at Bayside Martin Luther King Jr. Academy

The major areas of professional development focus were culture and curriculum within the context of our new Community School . Teachers worked on creating interdisciplinary lessons that integrated technology and art. They also worked to implement the Positive Behavior Support System including the Class Dojo program (grades 6-8). All staff participated in Restorative Justice training, including follow-up sessions to support the implementation of the Restorative Justice model.

Teachers engaged in three full-days of professional development and weekly meetings after school on Wednesdays.

A math coach worked with teachers two full days a week, demonstrating math strategies and conceptual development work. She taught demonstration lessons and met with teachers during their prep time. Teachers who had been trained in the use of second language acquisition strategies (GLAD) received coaching from a certified GLAD coach.

### 2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

\* 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.

### CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Bayside Martin Luther King Jr.	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
Sausalito Marin City School District	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

\* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Dropout Rate and Graduation Rate			
Bayside Martin Luther King Jr.	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			
Sausalito Marin City School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

\* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

**Career Technical Education Programs**