

Bayside Martin Luther King Jr. Academy

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Sausalito Marin City School District

200 Phillips Drive
Sausalito, CA 94965
(415) 332-3190

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District Governing Board

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Superintendent

Amy Prescott

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Director of Special Education Services

Vision

Our Vision is to provide each child a world class college preparatory curriculum that integrates communication, collaboration, creativity, inquiry and problem-solving skills and builds character through fostering strong relationships of mutual trust and respect.

Mission

The mission of the Sausalito Marin City School District is to academically and socially prepare students for success at each grade level and in high school, keeping them on the path to college and career in a safe, healthy and culturally responsive learning environment. We provide a rigorous and challenging academic program with highly qualified educators in collaboration with parents and community partners. We will hold our learning community accountable for our progress.

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 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. Our course offerings include Language Arts, Social Studies, Science, Math, Physical Education, Music, and Visual Arts. Our teachers provide individualized learning opportunities to our students. Technology is also deeply integrated into the curriculum with more access as the kids transition through the grade levels.

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, Kitchen Ambassadors, Yearbook, and Garden Club where students learn to play musical instruments. Additionally, we have Basketball and Track and Field teams in the middle school athletic league.

Our Conscious Kitchen meal program provides students with breakfast, lunch, and an after-school snack each day that are organic, non-GMO, using sustainable, locally grown food. All of the food is prepared on site by the Conscious Kitchen chefs and 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	27
Grade 1	15
Grade 2	20
Grade 3	23
Grade 4	11
Grade 5	18
Grade 6	16
Grade 7	16
Grade 8	15
Total Enrollment	161

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	50.9
American Indian or Alaska Native	0
Asian	8.7
Filipino	2.5
Hispanic or Latino	29.2
Native Hawaiian or Pacific Islander	0
White	5
Two or More Races	3.7
Socioeconomically Disadvantaged	72
English Learners	31.1
Students with Disabilities	21.1
Foster Youth	0

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			
Bayside Martin Luther King Jr. Academy	15-16	16-17	17-18
With Full Credential	14	13.2	12.4
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Sausalito Marin City School District	15-16	16-17	17-18
With Full Credential	♦	♦	12.4
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Bayside Martin Luther King Jr.	15-16	16-17	17-18
Teachers of English Learners	1	.20	0
Total Teacher Misassignments	0	1.4	.20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 2015–2016 school year and whether those textbooks covered the California Content Standards.

In December of the 2016-2017 school year the Marin County Office of Education conducted a textbook inventory at our school and reported that a few of our classrooms lacked sufficient textbooks. (Grades K-2 History/Social Studies/Science and Grade 4- Social Studies.) Based on the data we received, textbooks were ordered. Presently, the textbooks on the MCOE Textbook Sufficiency Inventory list have been ordered, received and are in use in the classroom, with the exception of the Kindergarten Science curriculum (Foss Kits), which we are expecting by Friday, Feb. 10, 2017.

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders Reading (K-5) Adopted in 2015 SRA Spelling (K-5) Adopted in 2000 Teacher's College Reading & Writing Project-Lucy Calkins (K-8) Adopted in 2014 Wonders Writing Series (K-5) Adopted in 2015 Engage NY - Writing (6-8) Adopted 2015 SIPPS (K-5) Adopted 2014 Rewards (5-8) Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Math (K-5)/Expressions- (6-8) Big Ideas Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta-Foss Full Option Science System (K-5) Adopted in 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	TCI History Alive Social Studies 6-8 Adopted in 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0

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

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: 1/3/18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	25	31	44	47	48	48
Math	25	16	39	38	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	23	16	69.6	12.5
Male	15	11	73.3	18.2
Socioeconomically Disadvantaged	13	12	92.3	16.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	54	13	54	49	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.4	7.7	
7	21.4	14.3	7.1

* 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.

**School Year 2016-17 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	93	78	83.87	30.77
Male	48	39	81.25	17.95
Female	45	39	86.67	43.59
Black or African American	47	38	80.85	23.68
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	25	22	88	22.73
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	75	68	90.67	33.82
English Learners	31	29	93.55	37.93
Students with Disabilities	20	11	55	9.09

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 2016-17 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	93	77	82.8	15.58
Male	48	38	79.17	15.79
Female	45	39	86.67	15.38
Black or African American	47	38	80.85	13.16
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	25	22	88	9.09
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	75	68	90.67	16.18
English Learners	31	29	93.55	20.69

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 become room parents to assist in their child's classroom, volunteer as lunch and yard supervisors, help out during lunch by working in the Conscious Kitchen, partnering with teachers in the classrooms, tutoring small groups of students, or working from home (preparing class materials).

Each week, the school hosts a Parent Roundtable, where parents assemble to have important questions answered and concerns addressed. Additionally, they participate in parent-sponsored activities, field trips, and home visits when applicable. Parents are further encouraged to participate in all school-wide events, assemblies, and leadership teams such as School Site Council, Community Advisory Committee, and ELAC. 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.

Jennifer Puckett is the contact person for parent involvement and volunteering. She can be reached at jpuckett@smcsd.org or (415) 332-3573.

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 are evaluated by the fire or police department. 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 frequently monitored and 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 was revised this year and shared with students and staff. It includes procedures for a wide variety of emergency events and outlines the staff's actions and responsibilities.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	37.9	15.2	15.5
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	14.2	6.4	5.1
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		50

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.375
Psychologist	1.0
Social Worker	0
Nurse	0.11
Speech/Language/Hearing Specialist	1.0
Resource Specialist	.4
Other	0
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	31	18	14		1	2	1					
1	19	24	15	1		1		1				
2	9	19	20	2	1	1						
3	20	5		1	1							
4	14	17	24	1	1				1			
5	14	10	22	1	2				1			
6	15	15	3	12	12	1						

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

Professional Development provided for Teachers

2014-2016, 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. Professional development has been focused on the two most recent adoptions math, ELD, Common Core standards and new technology. Teachers who had been trained in the use of second language acquisition strategies (GLAD) received coaching from a certified GLAD coach.

2016-2017- Based on Staff needs, the 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.

Future trainings will be focused on data analysis and vertical teams.

The 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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,722	\$42,598
Mid-Range Teacher Salary	\$79,433	\$62,232
Highest Teacher Salary	\$96,413	\$80,964
Average Principal Salary (ES)	\$115,000	\$102,366
Average Principal Salary (MS)	\$154,000	\$104,982
Average Principal Salary (HS)		
Superintendent Salary	\$165,000	\$117,868
Percent of District Budget		
Teacher Salaries	18%	32%
Administrative Salaries	10%	7%

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

Types of Services Funded

The Sausalito Marin City School District has 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$20,719	\$6,605	\$14,114	\$73,568
District	♦	♦	\$39,601	\$73,568
State	♦	♦	\$6,574	\$61,939
Percent Difference: School Site/District			-94.9	0.0
Percent Difference: School Site/ State			72.9	17.2

* Cells with ♦ do not require data.