

Mark West Charter School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|--------------------------|
| School Name | Mark West Charter School |
| Street | 4600 Lavell Rd. |
| City, State, Zip | Santa Rosa |
| Phone Number | 707-524-2741 |
| Principal | Michelle Franci |
| Email Address | mfranci@mwusd.org |
| Website | www.markwestcharter.org |
| County-District-School (CDS) Code | 49708050105890 |

| Entity | Contact Information |
|----------------|----------------------------|
| District Name | Mark West Union Elementary |
| Phone Number | 707-524-2972 |
| Superintendent | Ron Calloway |
| Email Address | rcalloway@mwusd.org |
| Website | www.mwusd.org |

School Description and Mission Statement (School Year 2019-20)

We are the charter school for those who choose:

- Education through challenging academics
- An environment that is physically and psychologically safe

Where:

- Young adults are educated to become citizens who make a difference in the world

Mission Statement:

Mark West Charter School fosters a school culture where every member of the school community is provided powerful instruction in 21st Century skills and common core academics. Progress will be measured by District Benchmarks, formative and statewide assessments, as well as performance tasks. We will use technology, project based learning, and a caring, dedicated staff to meet the social-emotional and academic needs of each and every student. We will provide differentiation during the instructional day to ensure students get the level of support they need to succeed. Students will participate in community service projects to find a connection to their surroundings and ways they can become active members in their community.

The school is committed to:

- Partnering staff, students, and community to create a unique, challenging, individualized learning environment, and an academically rich curriculum for all students
- Developing self-motivated, self-disciplined and socially responsible students
- Applying academic learning to real-life activities through project-oriented programs
- Building programs that foster thinking which is original, critical, collaborative and reflective
- Providing a safe, nurturing environment

Those who wish to learn more are welcome to read our entire charter at the Mark West Charter School Office or on our website at markwestcharter.org.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 1 | 2 |
| Grade 2 | 1 |
| Grade 3 | 1 |
| Grade 5 | 1 |
| Grade 7 | 58 |
| Grade 8 | 59 |
| Total Enrollment | 122 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.8 |
| Asian | 4.9 |
| Filipino | 1.6 |
| Hispanic or Latino | 32.8 |
| Native Hawaiian or Pacific Islander | 0.8 |
| White | 50 |
| Two or More Races | 8.2 |
| Socioeconomically Disadvantaged | 35.2 |
| English Learners | 2.5 |
| Students with Disabilities | 6.6 |
| Homeless | |

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

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 7 | 6 | 6 | 79 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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.

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

Year and month in which data were collected: December 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|--|----------------------------|--|
| Reading/Language Arts | StudySync McGraw-Hill 2019 | Yes | 0.0 |
| Mathematics | Big Ideas Math, Course 3, A Common Core Curriculum; California Edition; Larson and Boswell | Yes | 0.0 |
| Science | Focus on Science, Glencoe, 2007 | Yes | 0.0 |
| History-Social Science | California Edition of Social Studies by McDougal Littell, 2008 | Yes | 0.0 |
| Foreign Language | | | 0 |
| Health | | | 0 |
| Visual and Performing Arts | | | 0 |
| Science Laboratory Equipment (grades 9-12) | | | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

The Mark West Union School District (District) takes great efforts and care to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the District Office.

The District uses a Maintenance work order tracking system "MyTechdesk" the District staff uses this system to report items that require attention. The maintenance staff uses this system to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Emergency repairs and items that could have a negative effect on learning are given the highest priority.

Cleaning Process and Schedule:

The District has established cleaning standards and cleaning rotation/Schedules for all schools in the District. A summary of these standards and schedules are available at the Director of Maintenance's office. The Director of Maintenance works ongoing with the custodial staff to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: December 2019

| System Inspected | Rating | 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 | Fair | |
| 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 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 70 | 68 | 53 | 50 | 50 | 48 |
| Mathematics (grades 3-8 and 11) | 55 | 59 | 48 | 49 | 38 | 37 |

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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 117 | 117 | 100.00 | 0 | 68.38 |
| Male | 49 | 49 | 100.00 | 0 | 61.22 |
| Female | 68 | 68 | 100.00 | 0 | 73.53 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 38 | 38 | 100.00 | 0 | 60.53 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 60 | 60 | 100.00 | 0 | 68.33 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 40 | 40 | 100.00 | 0 | 55.00 |
| English Learners | 20 | 20 | 100.00 | 0 | 55.00 |
| Students with Disabilities | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | | |
| 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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 117 | 117 | 100 | 0 | 58.97 |
| Male | 49 | 49 | 100 | 0 | 71.43 |
| Female | 68 | 68 | 100 | 0 | 50 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 38 | 38 | 100 | 0 | 47.37 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 60 | 60 | 100 | 0 | 65 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 40 | 40 | 100 | 0 | 57.5 |
| English Learners | 20 | 20 | 100 | 0 | 45 |
| Students with Disabilities | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | 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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 7 | 29.8 | 24.6 | 19.3 |

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.

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)

At MWCS parents are welcomed and have opportunities for involvement. Choices for volunteering are available for different times of day, evening and even some Saturdays. Parents can help with office work, special activities, field trips, transport and/or supervise students for community service projects, and assist with coaching sports teams.

The opportunities to volunteer evenings and weekends include helping to chaperone special events, Saturday volunteer days, school beautification, etc. Parents who have difficulty working at the school are invited to help with phone calling, shopping (for projects, art, science, or special activities), baking for events, creating forms and letters, or supervising weekend community service. Parents are also encouraged to participate in Mark West Site PTA, MWCS Site Council, MWUSD Governing Board, or Mark West Education Foundation meetings and/or activities like our annual Polenta Feed, Science Fair, Parent Education Nights, Walk-a-Thon, or fund raising events.

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

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 5.3 | 0.8 | 2.4 | 1.8 | 1.4 | 2.9 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

The school's comprehensive safety plan is on file at the district office, the school site, and online at markwestcharter.org. It outlines procedures, following SEMS, for emergencies or natural disasters. The plan is reviewed and updated each year by staff and the SSC. Fire, earthquake, or lock-down drills are conducted monthly. Safety inspections are done routinely by the maintenance department, especially prior to school opening.

The staff roles in case of an emergency are outlined in the comprehensive plan. A "flip-book" of emergency responses for various situations and drill procedures are kept in an obvious location in each classroom. Classrooms and all common areas (library, computer lab, for example) are equipped with a red emergency bag containing first aid supplies and a red bucket with emergency supplies.

To further ensure students' physical and psychological safety, we implement structured peer conflict resolution to maintain a positive, safe environment and empower students to avoid and/or resolve conflicts successfully. Well trained adults supervise our teens at all times. Each student has an online document for MWCS Code of Conduct. This document includes expectations and consequences which are consistently and fairly employed by staff. Violations of expectations will be addressed in a positive, respectful, reasonable, and related manner. Keeping in mind that mistakes are opportunities to learn and grow, consequences will be issued on a severity continuum that can include conference with the teacher, phone call to parent, conflict mediation, behavior plan, detention, loss of privileges, suspension, or expulsion.

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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 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 |
| Other** | | | | | | | | | | | | |

*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.

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

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .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 FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------------|---|---|------------------------------|
| School Site | 7831 | 43 | 7787 | 65885 |
| District | N/A | N/A | 6396 | \$74,178.00 |
| Percent Difference - School Site and District | N/A | N/A | 19.6 | |
| State | N/A | N/A | \$7,506.64 | \$77,619.00 |
| Percent Difference - School Site and State | N/A | N/A | | |

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 (Fiscal Year 2018-19)

Supplemental services and programs include a Math Squared elective class to support students struggling with CCSS in math, Academic Academy to support students in completing classwork and homework, and a during lunch homework program when staffing is available. Students with an IEP, or other needs as agreed upon in a Student Study Team meeting or 504 Plan meeting have access to an RSP teacher in Directed Studies Class.

Opportunities for enrichment are available through our elective classes such as Maker, Journalism, Yearbook, Technology, Science Enrichment, etc. An Algebra 1 enrichment class is available to students as an additional math class offered during electives. This class will support eighth grade students who are ready for algebra as a freshman.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$47,982 | \$49,378 |
| Mid-Range Teacher Salary | \$69,669 | \$77,190 |
| Highest Teacher Salary | \$89,588 | \$96,607 |
| Average Principal Salary (Elementary) | \$121,682 | \$122,074 |
| Average Principal Salary (Middle) | \$0 | \$126,560 |
| Average Principal Salary (High) | \$0 | \$126,920 |
| Superintendent Salary | \$162,397 | \$189,346 |
| Percent of Budget for Teacher Salaries | 33% | 36% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 4 |

Our staff development program is aligned with the district and school site's goals and priorities. We support certificated personnel throughout the district to plan together and attend workshops on best practices for standards based instruction. With the state adoption of the Common Core State Standards and a shift in assessment to a computer based assessment, the primary focus for staff development has been implementation of the Common Core State Standards. In support of our English Language Learners, staff has received additional training in assisting EL's in meeting the CCSS. In alignment with our Strategic Plan, the district has provided support in the form of a Project Based Learning support teacher who goes into each classroom coaching and supporting teachers in planning and implementing project based learning in the classroom. All staff are receiving training and support in the area of Social Emotional Well-being through our Director of Student Services and Counselor. The district relies heavily on the support of the County Office of Education, which provides a wide range of professional development opportunities in implementation of CCSS and Next Generation Science Standards (NGSS). We utilize early release days, known as "site days" and "district days" as well as faculty meetings to provide training for staff. All new teachers participate in the North Coast Teacher Induction Program through Sonoma County Office of Education during their first two years of teaching. These classes are held after school hours and each new teacher is assigned an experienced mentor for the entire process. More experienced teachers participate in training according to their needs and interests.