

Mark West Charter School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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 2019-2020)

Grade Level	Number of Students
Kindergarten	2
Grade 2	3
Grade 3	1
Grade 4	1
Grade 6	1
Grade 7	57
Grade 8	56
Total Enrollment	121

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.8
Asian	4.1
Filipino	3.3
Hispanic or Latino	34.7
Native Hawaiian or Pacific Islander	0.8
White	50.4
Two or More Races	5.8
Socioeconomically Disadvantaged	35.5
English Learners	3.3
Students with Disabilities	1.7
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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	6	6	9	78
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	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

For the current year 2020-21, the school has met the sufficiency of textbooks or other instructional materials. The Reading/Language Arts and Mathematics textbooks were selected from among the most recent lists of SBE adoption recommendations and were adopted by the district school board. The school district will be exploring SBE-recommended updated textbooks and instructional materials for forthcoming Science and Social Studies textbook adoptions.

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, 2015	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

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

School Facility Conditions and Planned Improvements

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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	68	N/A	51	N/A	50	N/A
Mathematics (grades 3-8 and 11)	59	N/A	49	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	41	N/A	35	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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.

During the 2020-21 school year, parents and the community are encouraged to get involved and support learning at home. The Mark West PTA is a very active involved parent group. Our PTA is working hard to provide virtual family events such as paint nights. The PTA is also working on fundraising through Dine and Donates, virtual walk-a-thon, and various other activities.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.8	2.4	1.4	2.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	0.0
Expulsions	0.0	0.0	0.0

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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.

During the 2020-21 school year, while in distance learning, drills are not occurring. The Return to School Plan has been shared with staff. While in distance learning, the district is preparing for students returning to school by implementing changes from the Return to School Plan.

During the 2020-2021 school year, particular attention is being paid to the social emotional well-being of our students. The counseling department has established weekly "friendship circles" to enhance opportunities for students to connect with classmates during distance learning.

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	2017-18 Average Class Size	2017-18			2018-19			2019-20				
		# 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+
Other**									8	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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8434	485	7949	65242
District	N/A	N/A	6342	\$78,488
Percent Difference - School Site and District	N/A	N/A	22.5	-12.8
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	5.7	-17.3

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

Types of Services Funded (Fiscal Year 2019-2020)

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,381	\$50,574
Mid-Range Teacher Salary	\$73,152	\$76,649
Highest Teacher Salary	\$94,067	\$98,993
Average Principal Salary (Elementary)	\$127,837	\$125,150
Average Principal Salary (Middle)		\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$174,950	\$193,925
Percent of Budget for Teacher Salaries	33.0	34.0
Percent of Budget for Administrative Salaries	6.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	5

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.

During the 2020-21 Distance Learning time, teachers have most of Wednesdays to plan and collaborate with colleagues. This is also when training is offered by the district and site (besides days set aside in the calendar).