Mark West Elementary 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 Elementary School
Street	4600 Lavell Rd.
City, State, Zip	Santa Rosa, Ca, 95403-7822
Phone Number	707-524-2990
Principal	Ms. Tracy Lavin-Kendall
Email Address	tkendall@mwusd.org
Website	http://mwusd.org/District/Department/2-Mark-West-Elementary
County-District-School (CDS) Code	49708056051841

Entity	Contact Information
District Name	Mark West Union School District
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)

Mark West Elementary School is located in the unincorporated area of Larkfield, just north of the city of Santa Rosa. The school serves approximately 440 students in grades Transitional Kindergarten through six. Students matriculate to the Santa Rosa High School District at Santa Rosa Middle School for grades seven and eight, and continue on to Santa Rosa High School for grades nine through twelve. Students also have the opportunity to matriculate to the Mark West Charter Middle School located on the Mark West campus. Mark West offers a comprehensive elementary school program including rigorous academic instruction in all the core subject areas. We also offer academic intervention for struggling readers within the school day, English Language Development, music K-3, instrumental and choral music as electives for 4th-6th graders, computer class for 3rd-6th graders, and weekly library for all grades. Mark West was proud to receive recognition as a California Distinguished School in 2010.

Vision Statement
Our students will receive an extraordinary education that will empower them to achieve their personal best, be prepared for the challenges of the future and become socially responsible contributing members of our community

Mission Statement
Mark West Union School District, supported by an involved community, will personalize, engage, and challenge students to reach their highest academic potential. We are committed to providing a rigorous and inspiring educational program enhanced with music and enrichment opportunities.

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

Grade Level	Number of Students
Kindergarten	81
Grade 1	61
Grade 2	61
Grade 3	65
Grade 4	58
Grade 5	54
Grade 6	58
Total Enrollment	438

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	2.1
Asian	4.6
Filipino	1.8
Hispanic or Latino	38.4
Native Hawaiian or Pacific Islander	1.4
White	46.3
Two or More Races	4.6
Socioeconomically Disadvantaged	50.5
English Learners	18.7
Students with Disabilities	6.4
Homeless	2.3

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	22	24	24	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	(K-5) Wonders, MacMillan-McGraw Hill 2019; 6th Grade Study Sync CA MacMillan-McGraw Hill 2019	Yes	0.0
Mathematics	K-6 Math Expressions, Houghton Mifflin Harcourt 2015	Yes	0.0
Science	K-6 MacMillan McGraw Hill California 2008	Yes	0.0
History-Social Science	K-6 MacMillan McGraw Hill, California Vistas 2007	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	Classrooms 3-6 were upgraded summer of 2019. Classrooms 1 & 2 were due for modernization on 12/13/2017.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 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)	50	50	53	50	50	48
Mathematics (grades 3-8 and 11)	45	47	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	234	233	99.57	0.43	50.21
Male	119	118	99.16	0.84	44.07
Female	115	115	100.00	0	56.52
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	99	99	100.00	0	32.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	102	101	99.02	0.98	65.35

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	13	100.00	0	69.23
Socioeconomically Disadvantaged	138	138	100.00	0	35.51
English Learners	64	64	100.00	0	29.69
Students with Disabilities	25	24	96.00	4	8.33
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	234	233	99.57	0.43	46.55
Male	119	118	99.16	0.84	48.72
Female	115	115	100	0	44.35
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--			--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	99	99	100	0	31.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	102	101	99.02	0.98	62
Two or More Races	13	13	100	0	46.15
Socioeconomically Disadvantaged	138	138	100	0	31.16
English Learners	64	64	100	0	28.13
Students with Disabilities	25	24	96	4	16.67
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
5	13.2	20.8	17.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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)

Parent involvement and community volunteers are key to our success at Mark West. There are a wide variety of opportunities for parent involvement at Mark West, from volunteering in classrooms, on field trips, to organizing and participating in fundraisers and family social events. Parents are encouraged to join Mark West PTA which provides support for enrichment in the form of field trips, assemblies, and extra supplies for the classrooms. A second parent organization, The Mark West Education Foundation is a non-profit organization whose goal is to build a permanent and ongoing financial resource from private donations to support our four district schools. The Education Foundation currently funds the music program for the Mark West Union School District. Further opportunities for parent involvement include participation in advisory committees such as our School Site Council and our English Language Advisory Community.

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	1.3	1.5	2.8	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 as well as the school site. 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.

In August, the Mark West staff reviews the Mark West BEST Plan. The Mark West BEST Plan is the guiding document to ensure a safe learning environment for all students. BEST is an acronym for Building Effective Schools Together. It is a system which gives staff, students, and community a structure to look at discipline data, target areas for student training, and to celebrate student successes. This guide specifies the student, parent, administrative, teacher, and school staff responsibilities to be follow ed in order to achieve the Mark West BEST Plan goals. There are three overarching behavior expectations (be safe, be respectful, be responsible). From these three expectations, specific areas (e.g. lunch, playground, hallway) are organized by what safe, respectful, and responsible student-actions look like.

The Mark West BEST Plan is meant to be an effective positive-behavior change-tool which helps develop safe, respectful, and responsible behavior. It is a comprehensive plan which is intended to be clear, simple and practical. It is a collaborative effort which promotes consistency across staff, while respecting different styles of teaching and implementation.

Additionally, ToolBox, a Social Emotional Learning program developed by Dovetail Learning, is used in grades TK-6. This program helps students to develop the resiliency and skills to address situations that may arise in a positive, healthy manner.

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 w ill be issued on a severity continuum that can include conference with the teacher, phone call to parent, written reflection or apology, conflict mediation, behavior plan, 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 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	3		20	3	1		16	2	3	
1	22		3		21		3		20	2	1	
2	19	3			22		3		20	1	2	
3	23		2		19	3			21		3	
4	28		2		27		2		29		2	
5	28		2		29		2		25		2	
6	21	1	2		22	1	2		22	1	2	
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)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.6
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	8872	2596	6276	72370
District	N/A	N/A	6396	$74,178.00
Percent Difference - School Site and District	N/A	N/A	-1.9	
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 are provided for students who need extra support to access the core curriculum or are functioning above the range of the class.

Mark West Elementary utilizes a Response to Intervention approach in providing services to support student learning that we call "Blended Services". Four days a week, students at each grade level are regouped by student need for 30 minutes of language arts. Services are provided through the support of a full time Title 1 Reading Specialist, Resource Specialist teacher and Resource paraprofessional, GATE teacher for students in grades 4-6, ELD paraprofessional and paraprofessional assistant support in grades kindergarten and first grade. Students may also be regrouped in the afternoon for additional support with reading and language arts skills, mathematics, and English Language Development. Mark West has been able to use additional Concentration funds to support extended day learning opportunities for struggling students in addition to the school wide RtI support, as well as an extended year, or Summer School program for students struggling in learning to read (grades 1-4) and math (grades 4-6).

Students with the most severe learning needs are provided with special education services. The district continues to provide counseling services for students on an as needed basis.

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

Category	District Amount	State Average For Districts In Same Category
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 newly adopted English Language Arts/ELD program: Wonders TK-5, Study Sync- 6th. 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.

We utilize early release days, known as "site days" and "district days" as well as faculty meetings
to provide training for staff. With the adoption of a new Common Core aligned English Language Arts/ELD program, an area of focus during early release days has been in support of implementation. Professional development in the area of math has also been ongoing.

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.