San Miguel Charter 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	San Miguel Charter Elementary School
Street	5350 Faught Rd
City, State, Zip	Santa Rosa, Ca, 95403-1205
Phone Number	707-524-2960
Principal	Patrick Eagle
Email Address	peagle@mwusd.org
Website	http://mwusd.org/District/Department/4-San-Miguel-Elementary
County-District-School (CDS) Code	49-70805-6051858

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)

San Miguel has a staff dedicated to ongoing professional development and continuous inquiry. At the core of this dedication is a belief that collaboration is key to student achievement. Student data is used as a guide in adjusting instruction. Conversations focus on working with every student by name and need. We look to creating life long learners who are community-minded. The school offers rigorous academic instruction in all the core subject areas. Gifted and Talented Instruction, intervention, English Language Development, and arts education are provided to students as determined by student need and interest. Student progress is monitored through the use of formative assessments and staff meets three times per year to review student results. In these meetings, teachers will discuss next steps in classroom, intervention, and GATE instruction. Additionally staff comes together once a month for school-specific professional development such as technology integration, common core implementation, and school safety. In all of these professional development opportunities, staff demonstrates their dedication to collaboration and working in partnership with students and families to improve teaching and learning.

School wide positive behavior management is embraced by teachers, students, yard duty supervisors, and community. There are weekly assemblies, in which students are honored for demonstrating character traits.

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 local and global communities.
Mission Statement
Mark West Union School District engages and challenges all students to reach their academic potential. We are committed to providing rigorous, innovative and personalized educational programs, in a safe environment, enhanced with enrichment opportunities.

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

Grade Level	Number of Students
Kindergarten	80
Grade 1	60
Grade 2	64
Grade 3	60
Grade 4	59
Grade 5	61
Grade 6	54
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	0.9
Asian	3.7
Filipino	0.7
Hispanic or Latino	31.3
White	55.3
Two or More Races	7.3
Socioeconomically Disadvantaged	31.3
English Learners	10.3
Students with Disabilities	6.8
Foster Youth	0.5
Homeless	0.2

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	24	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

In addition to the Wonders/Study Sync language arts program, teachers also use Writing By Design to supplement the writing curriculum. Also, in addition to the McGraw Hill science curriculum the district has purchased a license to view the Mystery Doug science program.

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-MacGraw 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	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Kitchen and bathrooms were eligible for modernization on 10/17/2014
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)	56	52	53	50	50	48
Mathematics (grades 3-8 and 11)	58	60	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	238	238	100.00	0	51.68
Male	125	125	100.00	0	50.40
Female	113	113	100.00	0	53.10
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	80	100.00	0	32.50
Native Hawaiian or Pacific Islander					
White	123	123	100.00	0	62.60

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	21	21	100.00	0	66.67
Socioeconomically Disadvantaged	93	93	100.00	0	32.26
English Learners	40	40	100.00	0	30.00
Students with Disabilities	23	23	100.00	0	26.09
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	238	238	100	0	59.66
Male	125	125	100	0	58.4
Female	113	113	100	0	61.06
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--			--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	80	100	0	38.75
Native Hawaiian or Pacific Islander					
White	123	123	100	0	72.36
Two or More Races	21	21	100	0	66.67
Socioeconomically Disadvantaged	93	93	100	0	38.71
English Learners	40	40	100	0	37.5
Students with Disabilities	23	23	100	0	17.39
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	17.7	22.6	33.9

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)

San Miguel has traditionally had high levels of parental involvement and engagement. Staff makes concerted efforts to integrate and involve parent volunteers in field trips, academic activities, and enrichment. Additionally, the school has a vibrant and committed PTO. Because parents are involved in the school, the PTO can make informed decisions about how to best support school programs.
The school PTO President is Nicole Humber, nicole@bravorestoration.com

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	0.9	0.4	2.0	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)

San Miguel Charter School has a comprehensive school safety plan that follows SIMS and NEMS guidelines. It is in line with the Mark West District Safety Plan. The plan is reviewed at the beginning of each school year with the entire staff. 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, and MPR, for example) are equipped with a red emergency bag containing first aid supplies.

Fire, earthquake and shelter-in-place drills are practiced routinely.

Each year, the San Miguel Charter School Site Council reviews the District Safety and Wellness plans and policy and also they review the San Miguel Charter School BEST Plan. The San Miguel Charter School BEST Plan is the behavior expectation and discipline plan for the school. BEST is an acronym for Building Effective Schools Together. It is a system, which gives staff, students, and community a structure to support strong character development, expected behaviors, and have fair discipline consequences. We look at discipline data, target areas for student training, and celebrate student successes. BEST is research-based and builds from "what already works" in a school

School personnel will support appropriate student behavior to nurture a safe, caring, compassionate, and collaborative learning environment. Student choices and consequences for not following school behavior expectations will follow school and district policy.

Positive Discipline is based on the following principles: mutual respect (I respect myself and I respect you), all people strive for belonging and significance, mistakes are opportunities to learn, logical and natural consequences that are reasonable, related, and respectful help people ow and grow from mistakes, and children will develop competencies when we provide them with responsibilities and support. 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 and can include a conference with the teacher, phone call to the 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	2	2		21	2	2		20	2	2	
1	20	2	1		21		3		20	2	1	
2	19	3			20	3			21		3	
3	20	3			20	2	1		20	3		
4	30		2		28		2		28		2	
5	29		2		30		2		29		2	
6	23	1	2		27		2		26		2	
Other**					7	1			11	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 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	.7

Title	Number of FTE* Assigned to School
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	8814	2611	6203	74956
District	N/A	N/A	6396	$74,178.00
Percent Difference - School Site and District	N/A	N/A	-3.1	
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)

San Miguel employs Response to Intervention (RTI) and has programs and services to be able to provide differentiated support for students. In Kindergarten and first grades, an instructional assistant provides one hour of support for reading groups. In grades K-3, a Title 1 Reading Teacher provides extra support for those students needing more than first instruction. All grade 3 students are tested for GATE qualification. In grades 4-6, students are divided into groups which support Gifted and Talented Instruction, small group support, and intervention. English Learners, who are academically struggling, are provided with additional English Language Development instruction. Students with the most severe learning needs are provided with special education services. The district continues to provide limited counseling services for students who are having school adjustment difficulties or to provide support in times of family crisis.

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 Wellbeing 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. With the adoption of a new Common Core aligned math program, an area of focus during early release days has been in support of mathematics. A new English Language Arts curriculum is currently being implemented during the 2019-2020 school year. 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.