Mark West Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 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).

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.

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.

2025-26 School 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	Kelli Osorio
Email Address	kosorio@mwusd.org
School Website	https://mwtigers.org/
Grade Span	K-6
County-District-School (CDS) Code	49708056051841

2025-26 District Contact Information

District Name	Mark West Union School District
Phone Number	(707) 524-2972
Superintendent	Dr. Rachel Valenzuela
Email Address	rvalenzuela@mwusd.org
District Website	www.mwusd.org

2025-26 School Description and Mission Statement

Mark West Elementary School is located in the unincorporated area of Larkfield, just north of the city of Santa Rosa. The school serves approximately 445 students in grades Transitional Kindergarten through sixth grade. Students matriculate to the Santa Rosa City Schools District. 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. Within the school day, we offer academic intervention for struggling readers, as well as opportunities for acceleration for those who are achieving above grade level, and targeted English Language Development to our multilingual learners. Supplementing our core academic program, students participate in music K-3, instrumental and choral music as electives for 4th-6th graders, Visual and Performing Arts Class for 1st-6th graders, and weekly library for all grades. Students receive weekly P.E. Instruction as well. Students are also involved in hands on learning in our neighboring Community Garden. Mark West was proud to receive recognition as a California Distinguished School in 2010.

Vision Statement
We envision a vibrant learning community where all members are empowered to act as lifelong learners, responsible global citizens, and stewards of a sustainable future.
-Community members are students, staff, and families.
-Lifelong learners are those who show curiosity, perseverance and have a growth mindset.
-Global Citizens are those who are open-minded to learn about the world and their place in it, as well as act for the benefit of all societies.
-Stewards of a Sustainable Future are those who responsibly manage resources to ensure they are preserved and available for future generations.

Mission Statement
Mark West Elementary School ensures high levels of learning for all students to thrive in a collaborative and inclusive learning environment.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	56
Grade 2	54
Grade 3	60
Grade 4	57
Grade 5	51
Grade 6	48
Total Enrollment	425

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.9
Male	47.1
American Indian or Alaska Native	0.9
Asian	2.6
Black or African American	0.5
Filipino	1.4
Hispanic or Latino	42.8
Native Hawaiian or Pacific Islander	0.5
Two or More Races	5.9
White	45.4
English Learners	11.5
Migrant	2.4
Socioeconomically Disadvantaged	56.2
Students with Disabilities	11.5

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.6	94.55	63.7	95.31	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.63	0.1	0.19	11953.1	4.28
Unknown/Incomplete/NA	1	4.82	3	4.48	15831.9	5.67
Total Teaching Positions	20.7	100	66.9	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.1	95.03	61.4	93.5	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.1	1.7	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	1	4.97	3.1	4.76	14303.8	5.15
Total Teaching Positions	20.1	100	65.7	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.1	95.27	62.7	93.22	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	1.49	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.7	1.07	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	1	4.73	2.8	4.21	13705.8	4.91
Total Teaching Positions	21.1	100	67.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.10	0	0
Total Out-of-Field Teachers	0.10	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

For the current year 2025-2026, the school has met the sufficiency of textbooks or other instructional materials. The Reading/Language Arts and Mathematics textbooks were selected from SBE adoption recommendations and and were adopted by the district school board. The school district will be exploring SBE-recommended updated textbooks and instructional materials for forthcoming Math and Social Studies textbook adoptions. In addition to the Wonders/Study Sync language arts program, teachers also use Writing By Design to supplement the writing curriculum.

Year and month in which the data were collected	December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(K-5) Wonders, McGraw Hill 2019; 6th Grade Study Sync CA McGraw Hill 2019	0.0
Mathematics	K-6 Math Expressions, Houghton Mifflin Harcourt 2015	0.0
Science	Discovery K-8	0.0
History-Social Science	K-6 MacMillan McGraw Hill, California Vistas 2007	0.0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)		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. 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

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	December 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	58	46	51	54	47	48
Mathematics (grades 3-8 and 11)	48	42	44	43	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	221	215	97.29	2.71	45.58
Female	117	115	98.29	1.71	41.74
Male	104	100	96.15	3.85	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	85	98.84	1.16	27.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	108	103	95.37	4.63	56.31
English Learners	26	26	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	126	125	99.21	0.79	33.60
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	29	90.63	9.37	3.45

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	221	215	97.29	2.71	41.86
Female	117	115	98.29	1.71	35.65
Male	104	100	96.15	3.85	49.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	85	98.84	1.16	32.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	108	103	95.37	4.63	47.57
English Learners	26	26	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	126	125	99.21	0.79	32.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	29	90.63	9.37	10.34

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	28.81	30.77	29.51	30.77	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	52	98.11	1.89	30.77
Female	26	26	100.00	0.00	23.08
Male	27	26	96.30	3.70	38.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	18	18	100.00	0.00	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	27	96.43	3.57	29.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	29	100.00	0.00	17.24
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	86.5%	86.5%	86.5%	86.5%	86.5%
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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. The focus for our PTA is to rebuild opportunities for community involvement. 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 supports 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 Committee.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	443	437	48	11.0
Female	233	231	31	13.4
Male	210	206	17	8.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	11	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	190	188	25	13.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	25	3	12.0
White	200	199	20	10.1
English Learners	54	53	5	9.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	254	251	37	14.7
Students Receiving Migrant Education Services	11	11	1	9.1
Students with Disabilities	61	59	7	11.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.68	1.59	2.03	2.72	2.01	3.06	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.03	0.00
Female	1.29	0.00
Male	2.86	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.63	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.00	0.00
English Learners	5.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.64	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The school's comprehensive safety plan is on file at the district office and has been updated as an electronic file. It outlines procedures, following SEMS, for emergencies or natural disasters. Fire, earthquake, or lock-down drills are conducted monthly. The plan is reviewed and updated each year by staff and the SSC.

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 followed 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. Some key components of a safe and caring school are: Knowing each student, creating a nurturing physical environment, and creating a caring and connected school climate. Our school staff supports appropriate student behavior through these key components.

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, written reflection or apology, conflict mediation, behavior plan, loss of privileges, suspension, or expulsion.

Additionally, ToolBox, a Social Emotional Learning program developed by Dovetail Learning, is used in grades TK-2. This is paired with Second Step, another Social Emotional Curriculum for grades 2-6. Both these program help students to develop the resiliency and skills to address situations that may arise in a positive, healthy manner. Particular attention is being paid to the social emotional well-being of our students. The counseling department provides lessons in the general education classroom to all students. They also provide support in small group friendship circles. For specific scenarios, one on one counseling is also appropriate.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4	0	0
1	19	3	0	0
2	19	3	0	0
3	17	3	0	0
4	19	1	2	0
5	27	0	2	0
6	20	2	0	0
Other	7	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	0	0
1	18	3	0	0
2	19	3	0	0
3	19	3	0	0
4	26	0	2	0
5	19	1	2	0
6	24	0	2	0
Other	6	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3		
1	18	3		
2	18	3		
3	20	3		
4	28		2	
5	25		2	
6	15	1	2	
Other	7	1		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

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	2.6

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17,834	$5,948	$11,886	$110,408
District	N/A	N/A	$13,636	$105,066
Percent Difference - School Site and District	N/A	N/A	-13.7	5.0
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	6.4	9.8

Fiscal Year 2024-25 Types of Services Funded

Mark West Elementary utilizes a Multitiered Systems of Support approach in providing services to support student learning that we call "Blended Services". Four days a week, students at each grade level are regrouped by student need for 30 minutes of language arts. Services are provided through the support of a full time Title 1 Reading Specialist, classroom teachers, and paraprofessionals.
Students may also be regrouped in the afternoon for additional support.

Our full time Multilingual Paraprofessional supports student who are aquiring English. This is done in a pull out model with carful consideration that the students are not missing core instruction, while attending their language groups.

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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$69,974	$61,516
Mid-Range Teacher Salary	$100,792	$95,479
Highest Teacher Salary	$123,266	$125,208
Average Principal Salary (Elementary)	$170,498	$152,668
Average Principal Salary (Middle)	$162,395	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$232,036	$242,781
Percent of Budget for Teacher Salaries	33.73%	29.76%
Percent of Budget for Administrative Salaries	5.31%	5.74%

Professional Development

Mark West Union School District supports the professional development of staff through structured, planned professional development on four full calendar days.
Additionally, an early release schedule on all Wednesdays provides 1.5 hours weekly for collaboration and professional development. Collaboration time is divided between teacher days for instructional planning and grade level collaboration, site days for addressing the needs of the students at the site, and district days for articulation of collaboration and professional development across the district.

District professional development has been focused on MTSS and Discovery Science, as this was newly adopted.

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. For example, twelve teachers attended GLAD Strategies training, where teachers learned strategies to support guided language acquisition development strategies.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	3