



## Stuart Mesa

100 Yamanaka Way • Oceanside, CA 92058 • (760) 901-7700 • Grades K-8

Rhonda Heffernan, Principal

emily.parra@oside.us

<http://www.smesa.oside.us/>

### 2018-19 School Accountability Report Card Published During the 2019-20 School Year



#### Oceanside Unified School District

2111 Mission Avenue

Oceanside CA, 92058

(760) 966-4000

[www.oside.us](http://www.oside.us)

#### District Governing Board

Eleanor Juanita Evans, President

Mike Blessing, Vice President

Eric Joyce, Clerk

Raquel Alvarez, Member

Stacy Begin, Member

#### District Administration

Julie Vitale, Ph. D.

**Superintendent**

Shannon Soto, Ed. D.

**Deputy Superintendent**

Todd McAteer

**Associate Superintendent Human Resources**

Mercedes Lovie, Ed. D

**Associate Superintendent Business Services**

#### School Description

Stuart Mesa Elementary School, located on Marine Corps Base Camp Pendleton, continues to maintain its status as a California Distinguished School. We proudly educate a richly diverse population of students from military families in North San Diego County. Our school's successes reflect our excellent instruction, academic rigor, high expectations, Web-based instructional technology, and the efforts of active community support groups. Stuart Mesa's academic performance is the direct result of educators collaborating to track student progress to ensure that students are learning in a safe and enriching environment.

All staff have embraced the concept of curricular and pedagogical shifts associated with Common Core implementation, and are promoting a student-centered classroom with a gradual release of responsibility. Staff has access to rich professional development opportunities; focused on literacy development and STEM enrichment. Through parent involvement opportunities we continue to find ways to educate the community to understand and embrace the important tenants of common core.

One of our greatest challenges is the frequent deployments of our military family members. Community service agencies and Marine Corps Base Camp Pendleton collaborate with the District to provide our school with excellent support programs; helping us to remain resilient and sensitive to our students' individual needs.

At Stuart Mesa Elementary School, our vision is to develop into a community of learners who exhibit a confident willingness to engage in gaining new skills and understanding essential academic concepts. Students work to respond to complex questions, gaining and applying new knowledge, and becoming 21st century critical thinkers. Technology will link our students with resources well beyond the bricks and mortar of the school walls. Learning at new levels will be within the reach of every student regardless of foundational skills and ability. Teachers will be effective and efficient and they will have access to real-time data and information on student learning that will allow them to understand student needs. Students will learn in less formal ways as we move to open inquiry models of instruction.

To become successful citizens in today's global society, our students must respect individual differences and engage in meaningful dialogue. Teachers and staff create an equitable environment in which all students are accepted and expected to learn and grow. Supporting each other, praising positive behavior and offering diverse learning activities provide key elements in fostering students' natural desire to share their learning.

Teachers present relevant materials that require students to think. Creativity is valued and students know that there are many ways to reach solutions about real-world problems. Teachers encourage students to express their unique thought processes. They accept the responsibility to provide evidence showing that their answers are reasonable.

Classroom discussions are lively and students are eager to gain knowledge that helps them form their critical thinking skills. Stuart Mesa's learners persevere when they encounter obstacles and believe strongly in the power of "yet!"

Through practice with the 7 Habits of Highly Effective People and The Leader in Me, our students develop strength of character and take ownership of their learning and behavior. They understand that leadership is shared, and each of us is a leader because each of us has a talent in something. With adult guidance, students use empathy, information and critical thinking to solve academic and social problems. Citizenship and social skill growth are essential elements of student learning at our school.

## About the SARC

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.

## 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	126
Grade 1	98
Grade 2	74
Grade 3	75
Grade 4	68
Grade 5	65
Grade 6	48
Grade 7	36
Grade 8	38
Total Enrollment	628

## 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	9.7
American Indian or Alaska Native	0.5
Asian	1.8
Filipino	1.4
Hispanic or Latino	39.2
Native Hawaiian or Pacific Islander	1.3
White	35.4
Two or More Races	9.1
Socioeconomically Disadvantaged	47.1
English Learners	3.2
Students with Disabilities	16.7

## 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 for Stuart Mesa	17-18	18-19	19-20
With Full Credential	31	0.0	27
Without Full Credential	1.0	0.0	1
Teaching Outside Subject Area of Competence	0.0	0.0	2

Teacher Credentials for Oceanside Unified	17-18	18-19	19-20
With Full Credential	♦	♦	854.72
Without Full Credential	♦	♦	0.00
Teaching Outside Subject Area of Competence	♦	♦	9.00

## Teacher Misassignments and Vacant Teacher Positions at Stuart Mesa

Indicator	17-18	18-19	19-20
Teachers of English Learners	0.0	0.0	0
Total Teacher Misassignments*	1.0	0.0	1
Vacant Teacher Positions	0.0	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)

### Textbooks and Instructional Materials

Year and month in which data were collected: Sept. 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Scholastic Big Day (TK)</p> <ul style="list-style-type: none"> <li>Teacher Resource Kit, Adopted 2014</li> </ul> <p>Houghton Mifflin Reading California: Adopted 2003</p> <ul style="list-style-type: none"> <li>Big Books (Grade K)</li> <li>Textbooks (Grades 1-5)</li> </ul> <p>Houghton Mifflin ELD, Adopted 2011</p> <ul style="list-style-type: none"> <li>Practice Books (K-5)</li> </ul> <p>K-5 ELD: Houghton Mifflin ELD: Practice Books, Adopted 2011</p> <p>Holt Literature &amp; Language Arts, Adopted 2003: Textbooks</p> <ul style="list-style-type: none"> <li>Introductory Course (6th)</li> <li>Course One (7th)</li> <li>Course Two (8th)</li> </ul> <p>6-12: ELD I/II Holt Literature &amp; Language Arts – ELDI/II, Adopted 2012</p> <ul style="list-style-type: none"> <li>Interactive Reader &amp; Language Workbooks(6th -10th)</li> </ul> <p>6-8: ELD III/IV - Houghton Mifflin Harcourt Scholastic 3D Course I: Student Book, Adopted 2011</p>
<b>Mathematics</b>	<p>Transitional Kinder: Scholastic Big Day, Adopted 2014</p> <p>K-5 Houghton Mifflin Harcourt GoMath!, Adopted 2016</p> <ul style="list-style-type: none"> <li>Student Edition</li> </ul> <p>6-8 Holt CA Mathematics Course 1 &amp; 2: Textbooks, Adopted 2008</p> <p>6-8 Prentice Hall Algebra I: Textbooks, Adopted 2008</p>
<b>Science</b>	<p>Transitional Kinder: Scholastic Big Day, Adopted 2014</p> <p>FOSS, Delta Education: Science Kits, Adopted 2008</p> <p>Prentice Hall: Textbooks, Adopted 2007</p> <ul style="list-style-type: none"> <li>Focus on Earth Science (6th)</li> <li>Focus on Life Science (7th)</li> <li>Focus on Physical Science (8th)</li> </ul>
<b>History-Social Science</b>	<p>Transitional Kinder: Scholastic Big Day, Adopted 2014</p> <p>Reflections/Harcourt, Adopted 2007</p> <ul style="list-style-type: none"> <li>Big Books (Grade K-1)</li> <li>Textbooks (Grades 2-5)</li> </ul> <p>Prentice Hall: Textbooks, Adopted 2006</p> <ul style="list-style-type: none"> <li>Ancient Civilization (6th)</li> <li>Medieval and Early Modern Times (7th)</li> <li>America, History of Our Nation (8th)</li> </ul>

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

# School Facility Conditions and Planned Improvements (Most Recent Year)

## School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/8/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	P-RM K-4: 2. DIRTY VENTS BLOWING DUST
<b>Interior:</b> Interior Surfaces	Good	P-RM K-3: 4. WATER STAIN CEILING TILES IN RESTROOM 7. FAN IS RATTLING IN RESTROOM RM 17: 4. PENCIL SHARPENER COVER IS MISSING/ INJURY HAZARD RM 32: 4. CARPET IS WORN AND RAISED AT SEAM 12. RAMP IS LIFTED/ RUSTED @ ENTRY TRIP HAZARD
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	P-RM K-3: 4. WATER STAIN CEILING TILES IN RESTROOM 7. FAN IS RATTLING IN RESTROOM RM 26: 7. OUTLET IS LOOSE ON WALL AT ENTRY
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	RM 20: 9. DRINKING FOUNTAIN IS LEAKING AT FITTING
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	ADMIN BLDG: 11. PAINT IS CHIPPING ON DOUBLE DOOR AT ENTRY BLDG G RM 18: 10. LIMITED ACCESS TO FIRE EXTINGUISHER BLDG L RM 25: 11. PAINT IS CHIPPING ON DOOR MPR: 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET P-RM 28: 11. TRIM IS RUSTED 12. DRY ROT ON EAVE RM 30: 11. PAINT IS CHIPPING ON RAILING
<b>Structural:</b> Structural Damage, Roofs	Good	P-RM 28: 11. TRIM IS RUSTED 12. DRY ROT ON EAVE RM 31: 12. RAMP IS RUSTED WITH HOLES 13. GUTTER IS RUSTED WITH HOLES RM 32: 4. CARPET IS WORN AND RAISED AT SEAM 12. RAMP IS LIFTED/ RUSTED @ ENTRY TRIP HAZARD
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	BLDG E RM 12: 14. CEMENT HAS HOLE ON WALKWAY/ TRIP HAZARD BLDG H RM 21: 15. DOOR STOP IS BROKEN
<b>Overall Rating</b>	<b>Good</b>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	38	47	45	46	50	50
Math	39	41	36	36	38	39

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 Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	31.1	31.1	8.2
7	14.8	22.2	33.3

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	303	288	95.05	46.53
Male	163	154	94.48	38.31
Female	140	134	95.71	55.97
Black or African American	33	32	96.97	31.25
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	126	121	96.03	44.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	90	85	94.44	52.94
Two or More Races	31	29	93.55	51.72
Socioeconomically Disadvantaged	161	151	93.79	39.07
English Learners	18	17	94.44	23.53
Students with Disabilities	48	43	89.58	16.28
Foster Youth	--	--	--	--

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	303	288	95.05	40.63
Male	163	155	95.09	38.06
Female	140	133	95.00	43.61
Black or African American	33	32	96.97	21.88
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	126	120	95.24	40.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	90	85	94.44	42.35
Two or More Races	31	30	96.77	53.33
Socioeconomically Disadvantaged	161	150	93.17	36.00
English Learners	18	17	94.44	11.76
Students with Disabilities	48	43	89.58	6.98
Foster Youth	--	--	--	--

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.

## 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)

We believe that our parent community is our most valuable resource, and work thoughtfully to foster meaningful parent participation in every aspect of our school. Our PTO is an active supporter of our students' learning experiences, and they design fund raising opportunities with our families in mind. Many of their fund raisers involve the whole family, such as Fright Night and Family Bingo Night. This group raises about \$15,000 annually which funds instructional materials and resources for every class. Parent and military volunteers commit more than 200 hours a month to support the classroom teachers in many ways. Our School Site Council consists of dedicated parents who, in conjunction with teachers and staff, oversee and approve the implementation of our school plan and its Title 1 expenditures.

The staff holds Title I parent informational nights annually, and hosts a variety of Family Nights. Family Fun Nights are sponsored quarterly by the school, and focus on: literacy, art, technology and STEM. We also welcome families to join us once a month for Lunch on the Lawn so students can enjoy lunch with their parents and siblings. Flag Ceremonies are held once per trimester, and the focus of the ceremony is to honor our military community and recognize students for their achievements. This year we are proud to partner with the MCCS to provide our families training with the 7 Habits of Highly Effective Military Families.

All parents are invited to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in October. We appreciate having adult volunteers to chaperone field trips, help with student projects, work in classrooms and supervise activities. We also host parent meetings to promote technology understanding and Common Core shifts in instruction. To participate, please contact the school office at (760) 901-7700.

In addition, Stuart Mesa parents will be provided information on how to:

- Create an effective learning environment
- Encourage good study habits
- Monitor their child's attendance and homework completion
- Use student planners effectively
- Volunteer in their child's classroom
- Participate on school committees
- Have effective parent-teacher conferences

Stuart Mesa parents will also have information on how to enroll and take advantage of the following:

- School Site Council
- PTO Meetings
- Parent teacher conferences
- Safe School Committee
- Workshops provided by the Military Child Education Coalition (MCEC)
- Back To School Night
- Open House
- STEM-Fest
- Music Concerts
- Wednesday Folders - Communication
- California Reads Program
- Volunteer opportunities at school, on field trips or other school-sponsored activities
- District Parent Advisory Committee
- Flag Ceremony
- Lunch on the Lawn

#### **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.

#### **School Safety Plan**

Staff members supervise our clean, safe playgrounds before, during, and after school. Through The Leader in Me and character education, we teach conflict resolution skills to help students communicate and settle disputes peacefully. We implement Positive Behavioral Interventions and Supports to reinforce behavioral expectations and support our students when they have made a behavioral mistake. Our Flag Ceremonies, held once per trimester, reinforce positive character traits through The 7 Habits of Highly Effective People. We also recognize students who were Leader of the Month as students who demonstrated one of the 7 Habits. Students are rewarded daily by: being proactive, putting first things first, beginning with the end in mind, thinking win-win, seeking first to understand, synergizing, sharpening the saw, and finding their voice with PAWSitive Leadership Cards. We also educate students about bullying and how to avoid involvement in this kind of behavior. Stuart Mesa Elementary School is a closed campus, and all visitors are expected to check in at the main office. Proper identification is required. If parents wish to visit their child's classroom, prior arrangements should be made through the main office.

The school's Safety Committee meets annually to update our board-approved Safe School Plan. We work with the Camp Pendleton Police and the Oceanside Police Department to develop and rehearse our Crisis Response Plan using tabletop exercises and emergency response drills. Teachers and staff have recently reviewed recommended lockdown procedures so that we are all capable of rapid response. An annual visit by our district safety officer ensures that our Disaster Shed is stocked properly and there are no physical safety hazards on our campus.

This year our comprehensive school safety plan includes: child abuse reporting procedures, disaster procedures, policies for suspension and expulsion, procedures to notify teachers of dangerous students, discrimination and harassment policy, the provisions of a school-wide dress code, procedures for safe ingress and egress, a safe and orderly learning environment, procedures for school discipline, and hate crime reporting procedures.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.9	2.3	1.5
Expulsions Rate	0.0	0.0	0.0



Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.8	2.5
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

## 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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	3.2
Other	1.0

\* 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.

### 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	18	6	1		18	3	6		20	5	2	
1	15	5			21	2	2		19	5		
2	18	3			24		3		23		3	
3	22		3		23		3		25		3	
4	20	1	2		32		2		34			2
5	11	4			20	1	2		22	1	2	
6	25	1	9	1	24	2	6		23	3	7	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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26		2		31		1	1	35			2
Mathematics					21	1	1	1	23	1	1	1
Science	26		2		31		1	1	35			2
Social Science	26		2		31		1	1	32		1	1

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

Teachers invest time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development. Please find the attached assessment calendar which will provide dates for implementing assessments and collecting student achievement data. In addition, teachers meet regularly as a Professional Learning Community to focus on student data as a means to drive their instruction. The specific focus of this year is building proficiency in literacy through the effective implementation of the Reading and Writing Units of Study. Teachers will also receive professional development at the site with respect to student discourse, PBIS, and The Leader in Me. Teachers at Stuart Mesa will continue to facilitate an Inquiry Model of Instruction working towards a full implementation of Project Based Learning for the 2018/19 school year.

Professional Development Activities: English Language Arts

August 2016

ELA All Newly Hired K-5th teachers – Introduction to OUSD Elementary Reading Resources

This session introduces newly-hired K-5 teachers to two important district provided reading resources:

The Next Step in Guided Reading by Jan Richardson and the Next Step Guided Reading Assessment kit.

1. The reading process
2. The sequence of skill and strategy instruction
3. Guided reading lesson components
4. The use of assessments to target needs and form flexible groups

October 2016, November 2016 and March 2017

ELA Reading Cadre Year I

Increase expertise in teaching reading

Accelerating student learning in reading

Working collaboratively with colleagues

Learning about the power and joy of reading workshop.

October 2016, November 2016 and March 2017

ELA Reading Cadre Year II

Prerequisite Reading Cadre I

The Year II Reading Cadre will meet three times across the school year to continue work begun in Year I sessions.

September 2016

## Literacy Essentials Grades 6-8

This workshop examines the essentials of reading and writing, reviewing assessment and student achievement data to determine areas of need.

Teachers participating in this workshop will discuss literacy challenges in OUSD to tailor professional development opportunities to specific student learning needs.

## ELA Writing Cadres Grades K-5

September 2016

### Introduction to Writing Workshop

This session will assist newly-hired teachers with developing an understanding of the following:

What is Writing Workshop and why is it effective?

How do I make Writing Workshop work in my classroom?

How do I use Lucy Calkins Units of Study?

September 2016, November 2016 and March 2017

### Writing Cadre, Year I, Grades K-5

The year 1 Writing Cadre will meet three times across the school year to research, discuss, plan and practice the art of teaching writing

Increasing expertise in teaching writing

Elevating student achievement in writing

Working collaboratively with colleagues

Digging deeper into the Lucy Calkins Writing Units of Study

ELA Instructional expectations for 2016-17 school year:

The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century. All grades will a shift to an Inquiry Model of Instruction Students will increase their literacy fluency and comprehension through a focus on non-fiction text. Complex text and academic language-vocabulary will be used for instruction.

ELA Instructional expectations for 2017-2018 school year:

The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century. All grades will a shift to an Inquiry Model of Instruction Students will increase their literacy fluency and comprehension through a focus on non-fiction text. Complex text and academic language-vocabulary will be used for instruction.

Teachers will continue to use Guided Reading as a means of assessment. Assessments will be administered three times a year as benchmarks. These assessments will drive small group instruction. Two teacher are piloting the Lucy Calkins Reading Units of Study for their literacy instruction. They participated in 3 reading cadres to work with colleagues to improve their implementation of the program. The reading units of study help teachers provide their students with instruction, opportunities for practice, and concrete doable goals to help them meet and exceed any set of high standards. The teaching in these books has been planned, taught, revised, and retaught, through a cycle of improvement involving literally thousands of classrooms in schools dotting the globe. Each reading unit represents about five to six weeks of teaching, structured into three or four “bends in the road.” Rather than tackling the entire journey all at once, it’s easier to embark on this series of shorter, focused bends, pausing between each to regroup and prepare for the next.

ELA Instructional expectations for 2018-2019 school year:

Teachers will continue to use Guided Reading as a means of assessment. Assessments will be administered three times a year as benchmarks. These assessments will drive small group instruction. All teachers in grades K-8 will begin implementing the Lucy Calkins Reading Units of Study for their literacy instruction. All PLC meetings this year are strategically focused on reading and writing instruction, and analyzing data to promote literacy K-8. Prior to the school year starting, all teachers were invited to work with a literacy coach to begin to unpack the curriculum. They will all participate in 3 reading cadres to work with colleagues to improve their implementation of the program. Teachers will also receive three release days to plan with colleagues for the upcoming units. Twice a year, teachers will also have the opportunity to join colleagues from other school sites for PLC planning. The reading units of study help teachers provide their students with instruction, opportunities for practice, and concrete doable goals to help them meet and exceed any set of high standards. The teaching in these books has been planned, taught, revised, and retaught, through a cycle of improvement involving literally thousands of classrooms in schools dotting the globe. Each reading unit represents about five to six weeks of teaching, structured into three or four "bends in the road." Rather than tackling the entire journey all at once, it's easier to embark on this series of shorter, focused bends, pausing between each to regroup and prepare for the next.

Professional Development Activities:

## MATH

October 2016, February 2017 and March 2017

Mathematics Grades K-5: Cognitive Guided Instruction Year I

This series will focus on developing understand of how children's mathematical thinking develops and creating learning environments that mathematical thinking and learning.

October 2016, November 2016

Go Math! Personal Math Trainer Workshop Grades K-5

Teachers will learn to personalize and adapt student learning using the adaptive learning technology of the Personal Math Trainer.

January 2017

K-5 Math Workgroup

September 2016

Mathematics Inquiry Cycle Grades 6-8

Site-based cohorts of teachers will review student assessment data and work together to address the specific needs of students at their site.

Teachers will observe strategies in action during embedded days.

Math Instructional Expectations for 2016-17

Standards for Mathematical Practice (Grades K-12) The eight standards for mathematical practice describe the habits of mind we seek to develop in students.

5. Make sense of problems and persevere in solving them.
6. Reason abstractly and quantitatively.
7. Construct viable arguments and critique the reasoning of others.
8. Model with mathematics.
9. Use appropriate tools strategically.
10. Attend to precision.
11. Look for and make use of structures.
12. Look for and express regularity in repeated reasoning.

SPED-ELA and Math K-8 Special Education: Mild/Mod teachers will provide appropriate supports, including but not limited to co-teaching, for students with disabilities to ensure their access to CCS-ELA in general education, evidenced by student writing and/or other samples that demonstrate student thinking.

- K-8 Special Education Teachers will provide direct services for students with deficits in reading foundations using valid, reliable and on-going data to inform instructional decisions and monitor student progress.

#### Math Instructional Expectations for 2017-18

Standards for Mathematical Practice (Grades K-12) The eight standards for mathematical practice describe the habits of mind we seek to develop in students.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structures.
8. Look for and express regularity in repeated reasoning.

These standards will be addressed through the Go Math curriculum in grades K-5. Student proficiency will be measured through Go Math unit assessments. All PLC conversations will revolve around mathematical practices and analyzing which strands students are proficient in and which strands students are struggling in. There will also be a focus on student discourse as a way to extend the learning opportunities in the classroom. Teachers will have the opportunity to participate in district math training for grades K-5 and 6-8.

#### Math Instructional Expectations for 2018-19

The 8 standards for mathematical practice will continue to be addressed through the Go Math curriculum in grades K-5. Student proficiency will be measured through Go Math unit assessments. There will continue to be a focus on student discourse as a way to extend the learning opportunities in the classroom. Teachers will have the opportunity to participate in district math training for grades K-5 and 6-8. Elementary teachers will have the opportunity to participate in a math work group. We will build upon the work they've done over the last few years and address some of the needs many of you have articulated regarding the math assessments. Specifically, teachers will work to develop a set of common unit assessments for specific units that will help teachers gauge student understanding of content. Elementary teachers have: identified the many variables associated with common assessments, then we "affinity-mapped" those variables accordingly, spent time reviewing the various blueprints and guides (e.g. SBAC, CCSS-M) to identify standards that are key to each grade level, and created at least 1 assessment per grade level. Next steps include drafting assessments with teachers.

Grades 6-8 will begin a new partnership with UCI to unpack the CCSS and deepen our content knowledge and OUSD blueprints. The focus of the district work group time will be: unpacking the relevant standards in the state framework and progressions as well as discussion of the embedded math practices and pedagogy, building out single, coherent units, opportunities to engage in hands-on lessons that build students' conceptual understanding and leading to procedural development, and time to create unit pacing including the ideal progression of the topic along with suggested resources.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,351	\$51,374
Mid-Range Teacher Salary	\$75,082	\$80,151
Highest Teacher Salary	\$98,969	\$100,143
Average Principal Salary (ES)	\$123,269	\$126,896
Average Principal Salary (MS)	\$127,602	\$133,668
Average Principal Salary (HS)	\$130,709	\$143,746
Superintendent Salary	\$257,005	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12546.97	3579.78	8967.18	\$91,775
District	N/A	N/A	\$9,137.87	\$81,388.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.9	12.0
School Site/ State	17.7	11.2

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.

**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.