



Mesa Verde Elementary School

4850 Mesa Drive • Oakdale, CA 95361 • (209) 869-7320 • Grades K-5

Kimberly Ott, Principal
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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Riverbank Unified School District

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Principal's Message

Welcome to Mesa Verde Elementary School! Here at Mesa Verde students will learn in an environment that is emotionally and physically safe. A robust curriculum is delivered by knowledgeable, supportive, and compassionate teachers who employ a variety of instructional strategies in order to engage all students.

We invite and encourage parent involvement at Mesa Verde Elementary School by providing opportunities for you to become involved through a variety of activities such as volunteering in classrooms, assisting teachers, the Parent Teacher Club (PTC), the School Site Council (SSC), English Learner Advisory Council (ELAC), field trips, etc. If interested, please phone the school office at 869-7320.

It is an honor for me to serve as principal at Mesa Verde Elementary School. I look forward to working with you and your children.

Welcome to our school!

The mission of Mesa Verde School Staff is to work collaboratively to ensure high levels of learning for all students.

District's Vision Statement

Dedicated to excellence, responsibility, pride and a vision for the future.

District's Mission Statement:

Riverbank Unified School District, in partnership with our community, is committed to maintaining high expectations for all students through:

- Providing high quality education through effective and rigorous instruction
- Ensuring a safe and supportive learning environment
- Embracing our diversity as a strength
- Promoting creative expression, critical thinking and technological literacy
- Encouraging school and community pride
- Supporting a caring, experienced and qualified staff.

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	85
Grade 1	71
Grade 2	73
Grade 3	64
Grade 4	83
Grade 5	88
Total Enrollment	464

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	1.1
Asian	1.1
Filipino	0.6
Hispanic or Latino	65.3
Native Hawaiian or Pacific Islander	0.6
White	26.1
Two or More Races	2.4
Socioeconomically Disadvantaged	80.8
English Learners	35.6
Students with Disabilities	6
Homeless	1.7

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 Mesa Verde	17-18	18-19	19-20
With Full Credential	21	22	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Riverbank Unified	17-18	18-19	19-20
With Full Credential	♦	♦	145
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Mesa Verde Elementary School

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

Riverbank Unified School District determined each school within the District has sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams v. The State of California.

All students, including English Learners, are given their own individual, Standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All District-adopted textbooks are State Board-adopted and aligned to the Academic Content Standards established by the California Board of Education.

During the 2015-2016 school year, Engage New York Math was implemented for grades K-5, and Holt Numbers to Algebra & Pre-Algebra was adopted for grades 6-8.

The Language! ELD and Reading Language Arts intervention program was purchased in the summer of 2010 for use in grades 4–12.

With the opening of two Transitional Kindergarten classes in August 2012, the Houghton Mifflin Harcourt Splash into TK curriculum was purchased for these classrooms.

Adoptions follow a District process of review by a teacher and administrator committee representative of the grade levels and content area where materials will be used. A sunshine period for parent and community preview is followed by the District Curriculum Committee's recommendation to the Board of Trustees who give final approval.

Textbooks and Instructional Materials

Year and month in which data were collected: 08/2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance - 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math -August 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science, Pearson-Scott Foresman 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Studies Weekly The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Mesa Verde Elementary School was built in two phases. The first phase included the classrooms buildings and the office and library building. It was completed in January 2010. The multipurpose room was built in a second phase and it was completed in April 2010. Mesa Verde Elementary School has 26 classrooms in three separate classroom wings. The multipurpose building includes a kitchen, stage, and staff lunch room. The multipurpose room and all three classroom wings have student restrooms.

The school is in excellent condition. There are three custodians, one custodian works during school hours and two who work in the evenings.

The local matching contribution normally required as a condition of eligibility for deferred maintenance basic grant funding was eliminated for 2008-09 through 2012-13.

The funding apportioned to LEAs in 2008-09 was the first year of funding for which the local match is not required.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/22/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	17: STAINED CEILING TILES OFFICE: STAINED CEILING TILES IN CONFERENCE ROOM.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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	28	28	36	39	50	50
Math	17	27	22	27	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	12.9	10.6	7.1

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	234	230	98.29	28.26
Male	120	116	96.67	25.86
Female	114	114	100.00	30.70
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	156	154	98.72	20.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	61	59	96.72	50.85
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	194	192	98.97	23.96
English Learners	95	94	98.95	20.21
Students with Disabilities	17	16	94.12	12.50
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.

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	233	230	98.71	26.52
Male	120	117	97.50	29.06
Female	113	113	100.00	23.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	155	154	99.35	18.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	61	59	96.72	44.07
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	194	193	99.48	24.87
English Learners	94	94	100.00	18.09
Students with Disabilities	17	16	94.12	12.50
Students Receiving Migrant Education Services	--	--	--	--
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.

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 offer a variety of opportunities for parents to be involved at our school. We encourage parents to join our Parent Teacher Club (PTC) which works alongside school staff to support and enrich the educational experiences of our students. In addition to the PTC, other opportunities for parents to be involved with the school are the School Site Council, English Learner Advisory Committee, Safety Committee, Panther Partners and to volunteer in the classrooms.

For more information on how to become involved at the school, please contact Principal Kimberly Ott at (209) 869-7320 or kott@riverbank.k12.ca.us.

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

Mesa Verde staff model respect throughout the day. The school highlights a life skill each month and students are rewarded for showing good citizenship. We maintain a safe and orderly environment conducive to learning. All visitors are required to check-in at the office before visiting or volunteering on campus.

Students are supervised by school staff before school, after school, and during recess time. Mesa Verde holds fire evacuation drills every month and lockdown drills every other month. The Mesa Verde School Emergency Plan is used for crisis response events. Mesa Verde has adopted a progressive discipline policy to deal with violations of Ed. Code 48900. We believe the discipline process should maintain a safe learning environment and increase the chance of a better future for our students.

The School Safety Plan was last reviewed, updated and discussed with the school faculty October 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.3	0.4	0.8
Expulsions Rate	0.0	0.2	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.1	5.8	6.3
Expulsions Rate	0.1	0.3	0.3

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	
Resource Specialist (non-teaching)	1.0
Other	1.5

* 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	26	1	2		23	1	2		21	1	3	
1	21	1	2		23		3		23		3	
2	20	2	2		21	1	2		24		3	
3	29		3		27		3		21		3	
4	27		3		31		3		28		3	
5	31		3		29		3		29		3	
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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	4	3

Staff development is supported for classroom implementation through Beginning Teacher Support and Assessment (BTSA) support providers and District literacy coaches.

The District supports staff development through buy-back days and grade-level meetings focused on Effective Direct Instruction, Best Practices for LTEL's, Behavior Management, writing, and English-Language Development. Two early release - minimum days were implemented this year to provide teacher collaboration time for learning and instruction.

For the past three school years, we have dedicated two days each year to professional development. In addition grade level release days have provided ongoing development of effective teaching strategies through EDI. Furthermore, collaboration opportunities between teachers from both elementary sites have focused on the full implementation of Common Core Standards, grades TK-5.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,721	\$46,208
Mid-Range Teacher Salary	\$72,709	\$72,218
Highest Teacher Salary	\$92,436	\$92,742
Average Principal Salary (ES)	\$112,960	\$134,864
Average Principal Salary (MS)	\$114,831	\$118,220
Average Principal Salary (HS)	\$125,926	\$127,356
Superintendent Salary	\$166,914	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	33%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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	6978	1548	5430	72728
District	N/A	N/A	7550	\$73,174.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-32.7	-0.6
School Site/ State	-32.1	-0.3

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

3010 Title I, Part A, NCLB
3310 Special Ed IDEA
4035 Title II, Part A, Teacher Quality
4203 Title III, Part A, LEP
6010 After School Education & Safety
6500 Special Ed
7405 Common Core State Standards
9051 21st Century Programs

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.