



Mesa Union School

3901 North Mesa School Road • Somis, Ca 93066 • (805) 485-1411 • Grades K-8

Jeffery Turner, Principal

jturner@mesaschool.org

www.mesaschool.org

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



Mesa Union School District

3901 North Mesa School Road

Somis, Ca 93066

(805) 485-1411

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District Governing Board

Dr. Neil Canby

Jayme Dryden

Krista Nowak

Steven Sullivan

Roddie Villa

District Administration

Jeffery Turner

Superintendent

Kim Kuklenski

Assistant Principal

SCHOOL DESCRIPTION:

Mesa Union School has enjoyed a long tradition of excellence where children thrive in a community-focused, small school environment. Students attend Mesa Union from TK-8 and actively participate in a rigorous and rewarding academic environment enriched with music, arts, athletics, sciences and special events.

There are many opportunities for families to participate in their children's education process. Parents and community members are encouraged to participate in the school's Site and English Language Learner Advisory Councils as well as volunteer and support rich student activities before, during and after school.

The district and school mission and vision statement highlighted below captures the essence of our commitment to the transition to new state standards as well as support student acquisition of college and career ready skills. The school's focus is to inspire and develop competent readers, writers, and mathematicians; cultivate scientists, researchers, explorers, innovators, reflective learners, and communicators; foster compassion and empathy for others.

OUR VISION:

"Honor the Past, Live in the Present, Drive to the Future....The Mesa Way!"

OUR MISSION:

The Mission of Mesa Union School District is to provide a safe, nurturing environment that fosters a well-rounded foundation for life-long successes by educating, inspiring and celebrating the minds of our student community and ensuring a better future for all.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

INTERNET ACCESS

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About 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 | 81 |
| Grade 1 | 71 |
| Grade 2 | 69 |
| Grade 3 | 53 |
| Grade 4 | 64 |
| Grade 5 | 75 |
| Grade 6 | 69 |
| Grade 7 | 68 |
| Grade 8 | 65 |
| Total Enrollment | 615 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.7 |
| American Indian or Alaska Native | 0.2 |
| Asian | 2.4 |
| Filipino | 3.7 |
| Hispanic or Latino | 69.3 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 19 |
| Two or More Races | 4.6 |
| Socioeconomically Disadvantaged | 41.5 |
| English Learners | 13.8 |
| Students with Disabilities | 9.3 |
| Homeless | 1.8 |

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 Union School | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 31 | 31 | |
| Without Full Credential | 1 | 0 | |
| Teaching Outside Subject Area of Competence | 0 | 2 | |

| Teacher Credentials for Mesa Union School | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

Teacher Misassignments and Vacant Teacher Positions at Mesa Union 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.

Types of Services Funded

Mesa Union School's Multiple Tiered Support System (MTSS) provides programs and services that support learning for all children, particularly economically disadvantaged, language minority and foster youth students, through the use of Federal Categorical and Local Control Funding Supplemental Grant funding to include:

- Title- I
- Title- II
- Title- III
- Migrant Education
- Special Education

Programs and services focus on professional development, extended learning time, computer-assisted learning, diagnostic assessment and reading intervention. In addition Mesa Union School staff augment the core curriculum with the visual and performing arts, a variety of STEM focused enrichment activities and sponsored academic field trips.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

All textbooks are piloted and approved by the Board of Trustees from state-approved materials aligned with state standards.

Mesa Union School provides adequate textbooks, materials, and supplies to support academic learning. Textbooks are evaluated and updated on regular basis and incorporate Spanish language support materials for English language learners. The school and individual classroom libraries provide access to a rich selection of reading materials.

Additionally a library/media technician and parent volunteers staff our school library. A full-time computer resource center technician supports teachers and students.

All classrooms have Internet-accessible computers connected to the campus server.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|---|
| Reading/Language Arts | K-5 Houghton Mifflin Harcourt-Journeys 2017 6-8 Houghton Mifflin Harcourt-Collections 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | K-5 Houghton Mifflin Harcourt-Math Expressions 2016 6-8 CPM Educational Program-College Preparatory Mathematics 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | (K-5)McGraw-Hill/2007 (6-8)Glencoe/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | K-5 Pearson- My World 2019 6-8 TCI, History Alive 2019 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.

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

Through inspections of school facilities, administrators identify and correct potentially unsafe conditions. The Mesa Union Comprehensive Safety Plan, includes such elements as procedures and protocols staff may use in the event of emergencies. Per school board policy the Superintendent oversees the development of the district-wide Comprehensive Safety Plan that is applicable to the school site. The Comprehensive Safety Plan has been reviewed, updated, and discussed with faculty and emergency drill activities are conducted on a regular basis. The revised Comprehensive Safety Plan was approved by the Mesa Union School District Board of Trustees in November 2019.

School Facility Conditions and Planned Improvements (Most Recent Year)

Mesa Union School has 27 classrooms, learning center, school library, multipurpose room, cafeteria, physical education facilities, and science lab.

Mesa Union (TK-8) School is committed to providing a safe and healthy learning environment for all students. The school buildings, which reflect the rural aesthetic, were built in the 1930s. Modernization of classrooms, bathrooms, and the multipurpose room, school library, science and technology labs was completed in 2005.

Maintenance and custodial staff takes pride in maintaining a clean, aesthetically attractive campus, understanding that a clean and safe environment promotes student learning.

In November 2018, the school district community supported the passage of Measure O which will allow the district to make significant facility improvements.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 2020

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | The heating system in the cafeteria not operable, the district plans to replace the system. |
| Interior: Interior Surfaces | Good | |
| 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 | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 60 | 60 | 56 | 58 | 50 | 50 |
| Math | 49 | 50 | 44 | 43 | 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 | 18.9 | 21.6 | 32.4 |
| 7 | 15.4 | 23.1 | 44.6 |

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.

Professional Development provided for Teachers

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

The District continues to put a great emphasis on professional development and collaboration with the implementation of "Learning Wednesdays, in addition, to the four planned professional development days, provides 25 half days for further professional development activities which continues to focus on the implementation of Common Core State Standards with the evaluation and piloting of new K-8 social studies curriculum in 2018/2019. Other areas of focus encompass Professional development opportunities that reinforce the implementation of Mesa Union's Multi-tiered System of Supports to include:

- Applying Universal Design for Learning (UDL) instructional strategies so that ALL students have opportunities for learning through differentiated content, processes, and products.
- Implementing an Universal Behavior Support System to teach behavioral expectations, recognize positive behavior, and clarify consequences.
- Administering Universal Formative Assessments in grades TK-8 to monitor academic growth, targeted supports and interventions to improve achievement for ALL students, including English language learner, low income, and Gifted subgroups.
- Analyzing academic and behavioral data sets using the Plan, Do, Study, Act (PDSA) model to inform decision making at the classroom, site, and district level.
- Insuring that all students develop 21st century practices: communication, collaboration, critical thinking, creativity, and compassion (5Cs).
- Improving technology literacy of teachers and ALL students in the school district.

All professional development activities are aligned to the Schools School Plan for Student Achievement and provide opportunities for data analysis, collaboration, and professional learning and meet the needs of the district's low-income, English learners, and gifted students. Staff also participate in workshops and conferences aligned to District and school professional development goals.

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 | 392 | 389 | 99.23 | 59.90 |
| Male | 192 | 191 | 99.48 | 49.21 |
| Female | 200 | 198 | 99.00 | 70.20 |
| Black or African American | -- | -- | -- | -- |
| Asian | 12 | 12 | 100.00 | 83.33 |
| Filipino | 11 | 11 | 100.00 | 100.00 |
| Hispanic or Latino | 255 | 255 | 100.00 | 50.98 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 82 | 79 | 96.34 | 72.15 |
| Two or More Races | 30 | 30 | 100.00 | 83.33 |
| Socioeconomically Disadvantaged | 166 | 163 | 98.19 | 38.04 |
| English Learners | 94 | 94 | 100.00 | 46.81 |
| Students with Disabilities | 41 | 41 | 100.00 | 14.63 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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.

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)

Mesa Union School benefits from active parent participation. Parents are encouraged to participate in a variety of parent advisory committees (School Site Council and English Language Learner Advisory Committee), the Parent Faculty Organization (PFO), Mesa Education Foundation (MEF), and through volunteering at the school.

Through the use of Local Control Funding the school employees a family liaison position that supports family and student success.

Please contact Kim Kuklenski, Assistant Principal, at (805) 485-1411, for details on how to participate in Mesa Union School programs and activities.

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 | 392 | 389 | 99.23 | 50.13 |
| Male | 192 | 191 | 99.48 | 49.21 |
| Female | 200 | 198 | 99.00 | 51.01 |
| Black or African American | -- | -- | -- | -- |
| Asian | 12 | 12 | 100.00 | 83.33 |
| Filipino | 11 | 11 | 100.00 | 90.91 |
| Hispanic or Latino | 255 | 255 | 100.00 | 39.61 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 82 | 79 | 96.34 | 64.56 |
| Two or More Races | 30 | 30 | 100.00 | 76.67 |
| Socioeconomically Disadvantaged | 166 | 163 | 98.19 | 31.29 |
| English Learners | 94 | 94 | 100.00 | 32.98 |
| Students with Disabilities | 41 | 41 | 100.00 | 17.07 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.6 | 1.6 | 4.9 |
| Expulsions Rate | 0.2 | 0.0 | 0.2 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.3 | 0.7 | 2.6 |
| Expulsions Rate | 0.1 | 0.0 | 0.1 |

| 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 | 1.0 |
| Resource Specialist (non-teaching) | 1.9 |
| Other | .6 |

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 | 22 | | 8 | | 20 | 4 | | | 21 | 2 | 2 | |
| 1 | 24 | | 4 | | 24 | | 3 | | 23 | | 3 | |
| 2 | 20 | 4 | 2 | | 25 | | 2 | | 23 | | 3 | |
| 3 | 25 | | 6 | | 21 | | 3 | | 26 | | 2 | |
| 4 | 36 | | | 2 | 30 | | 2 | | 32 | | 2 | |
| 5 | 25 | | 3 | | 29 | | 3 | | 25 | | 3 | |
| 6 | 41 | | | 13 | 26 | 1 | 17 | 1 | 23 | 3 | 18 | 2 |
| Other** | | | | | 6 | 1 | | | 7 | 1 | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$46,096 | \$45,252 |
| Mid-Range Teacher Salary | \$74,568 | \$65,210 |
| Highest Teacher Salary | \$88,340 | \$84,472 |
| Average Principal Salary (ES) | \$110,013 | \$107,614 |
| Average Principal Salary (MS) | \$0 | \$112,242 |
| Average Principal Salary (HS) | \$0 | \$ |
| Superintendent Salary | \$164,850 | \$124,686 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 33% | 31% |
| Administrative Salaries | 4% | 7% |

* 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 | 9182 | 1255 | 7928 | 71977 |
| District | N/A | N/A | | \$71,210.00 |
| State | N/A | N/A | \$7,506.64 | \$64,941.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 0.0 | 1.1 |
| School Site/ State | 5.5 | 10.3 |

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.