Mesa Union School

3901 North Mesa School Road • Somis, Ca 93066 • (805) 485-1411 • Grades K-8
Dr. Stephen Bluestein, Principal
sbluestein@mesaschool.org
www.mesaschool.org

2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Mesa Union School District

3901 North Mesa School Road
Somis, Ca 93066
(805) 485-1411
www.mesaschool.org

District Governing Board

Tonya Brunett

Mary Crull

Carolyn Rodriguez

Bryan Stotko

Steven Sullivan

District Administration

Jeffery Turner
Superintendent

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 reading 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 MISSION:
"We teach students to create, connect and collaborate--for life!

OUR VISION:
Collaborating with staff, families and the community, we create a safe and enriching learning environment featuring rigorous 21st century curriculum, technology, science and the arts that prepares each Mesa student to thrive academically and socially to meet world-class standards for success in high school, college, and career.

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	59
Grade 1	62
Grade 2	71
Grade 3	69
Grade 4	76
Grade 5	71
Grade 6	64
Grade 7	66
Grade 8	66
Total Enrollment	604

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.7
American Indian or Alaska Native	0.3
Asian	3.1
Filipino	4.5
Hispanic or Latino	59.8
Native Hawaiian or Pacific Islander	1
White	25
Two or More Races	4.6
Socioeconomically Disadvantaged	35.3
English Learners	18
Students with Disabilities	6.5
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Mesa Union School	**14-15**	**15-16**	**16-17**
With Full Credential	28	28	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	2	0	0
Mesa Union School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	30
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mesa Union School	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	99.7	0.3
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	99.7	0.3

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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: December 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	(K-5)Pearson/2010 (6-8)Holt/2011 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	(K-5)Houghton Mifflin Hartcourt/2016 (6-8)College Prepartory Mathematics/2016 **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)Houghton Mifflin Hartcourt/2007 (6-8)Prentice Hall/2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Mesa Union School has 25 classrooms, school library, science, and computer labs, multipurpose room, cafeteria, and physical education facilities.

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
ELA	54	59	53	55	44	48
Math	53	50	45	44	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	13-14	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	77	75	76	77	75	69	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	136	134	98.5	76.1
Male	67	66	98.5	75.8
Female	69	68	98.6	76.5
Hispanic or Latino	83	82	98.8	68.3
White	32	32	100.0	93.8
Socioeconomically Disadvantaged	55	53	96.4	66.0
English Learners	16	15	93.8	53.3

*   Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	68	67	98.5	50.8
	4	76	76	100.0	60.5
	5	70	70	100.0	62.9
	6	65	65	100.0	52.3
	7	65	65	100.0	61.5
	8	65	65	100.0	64.6
Male	3	35	35	100.0	42.9
	4	32	32	100.0	59.4
	5	32	32	100.0	50.0
	6	35	35	100.0	45.7
	7	36	36	100.0	58.3
	8	34	34	100.0	55.9
Female	3	33	32	97.0	59.4
	4	44	44	100.0	61.4
	5	38	38	100.0	73.7
	6	30	30	100.0	60.0
	7	29	29	100.0	65.5
	8	31	31	100.0	74.2
Hispanic or Latino	3	40	39	97.5	41.0
	4	51	51	100.0	47.1
	5	45	45	100.0	53.3
	6	36	36	100.0	44.4
	7	33	33	100.0	42.4
	8	37	37	100.0	59.5

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	18	18	100.0	72.2
	4	11	11	100.0	72.7
	5	17	17	100.0	76.5
	6	18	18	100.0	61.1
	7	25	25	100.0	84.0
	8	15	15	100.0	93.3
Socioeconomically Disadvantaged	3	22	21	95.5	28.6
	4	35	35	100.0	48.6
	5	31	31	100.0	54.8
	6	25	25	100.0	24.0
	7	26	26	100.0	38.5
	8	23	23	100.0	47.8
English Learners	3	13	12	92.3	50.0
	4	13	13	100.0	38.5
	5	14	14	100.0	42.9

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	68	67	98.5	55.2
	4	76	76	100.0	52.6
	5	70	70	100.0	44.3
	6	65	65	100.0	36.9
	7	64	64	100.0	51.6
	8	64	64	100.0	51.6
Male	3	35	35	100.0	57.1
	4	32	32	100.0	62.5
	5	32	32	100.0	43.8
	6	35	35	100.0	37.1
	7	36	36	100.0	52.8
	8	36	36	100.0	52.8

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	33	32	97.0	53.1
	4	44	44	100.0	45.5
	5	38	38	100.0	44.7
	6	30	30	100.0	36.7
	7	28	28	100.0	50.0
	8	28	28	100.0	50.0
Hispanic or Latino	3	40	39	97.5	53.9
	4	51	51	100.0	37.3
	5	45	45	100.0	37.8
	6	36	36	100.0	36.1
	7	33	33	100.0	30.3
	8	33	33	100.0	30.3
White	3	18	18	100.0	66.7
	4	11	11	100.0	81.8
	5	17	17	100.0	58.8
	6	18	18	100.0	38.9
	7	24	24	100.0	79.2
	8	24	24	100.0	79.2
Socioeconomically Disadvantaged	3	22	21	95.5	28.6
	4	35	35	100.0	37.1
	5	31	31	100.0	29.0
	6	25	25	100.0	20.0
	7	26	26	100.0	30.8
	8	26	26	100.0	30.8
English Learners	3	13	12	92.3	50.0
	4	13	13	100.0	15.4
	5	14	14	100.0	28.6

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)
Mesa Elementary School encourages family members to be active in their child's education. Nearly 85% of Mesa Union families contribute to school activities throughout the year. Parents can participate in the following programs and activities:
• Parent Faculty Organization (PFO)

- Mesa Education Foundation (MEF)
- Wellness Committee
- Volunteering in the classroom
- Chaperoning students during field trips
- Assisting with fundraisers that support student learning activities
- Leadership positions on our School Site Council (SSC) and English Learner Advisory Committee (ELAC)

Local Control Funds, which are budgeted with input from families, are being used to fund a bilingual family liaison. The liaison helps parents support their student's success.

Please call Dr. Stephen Bluestein, principal, at (805) 485-1411, for details on how to participate in Mesa Union School programs and activities.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (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 School Safety Plan, directed by the School Safety Committee, includes such elements as procedures and protocols staff may use in event of emergencies. The School Safety Committee, which consists of administrative, certificated and classified staff, meets to address student and employee safety. The School Safety Plan has been reviewed, updated, and discussed with the school faculty on an ongoing basis. The revised School Safety Plan was approved by the Mesa Union School District Board of Trustees in December 2015.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.0	1.4	3.0
Expulsions Rate	2.1	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.9	0.6	1.3
Expulsions Rate	0.0	0.0	0.0
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 4	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.20
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	2.0
Psychologist	.50
Social Worker	0
Nurse	.10
Speech/Language/Hearing Specialist	.80
Resource Specialist	
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

	Average Class Size and Class Size Distribution (Elementary)											
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	24	22	22				6	6	6			
1	23	23	23				6	6	6			
2	30	24	24				4	6	6	1		
3	24	25	25				6	6	6			
4	30	30	30				6	6	6			
5	28	26	26				4	5	5			
6	43	37	37		1	1				9	12	12

	Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	28	26	26	2	2	2		1	1	4	3	3
Mathematics	30	27	27	1	1	1	2	2	2	2	2	2
Science	37	34	34					1	1	4	3	3
Social Science	37	34	34				1	1	1	3	3	3

* 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

In 2015-2016, teachers participated in three full days and eight half days of professional learning, primarily geared to the transition to Common Core State Standards with a focus on mathematics, English language development, and the integration of technology. All professional learning events and activities aligned to teacher professional development plans outlined in the Mesa Union School Single Plan for Student Achievement. Professional learning focused on support for all students in mathematics, English language development and the integration of technology. Teachers met regularly in collaborative teams to review student achievement data and to make changes in the instructional program. Teachers also participate in workshops and conferences that are aligned to District and school professional development goals.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,201	$41,085
Mid-Range Teacher Salary	$68,266	$59,415
Highest Teacher Salary	$80,874	$75,998
Average Principal Salary (ES)	$97,625	$100,438
Average Principal Salary (MS)		$101,868
Average Principal Salary (HS)		
Superintendent Salary	$140,039	$116,069
Percent of District Budget		
Teacher Salaries	37%	33%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7,760	1,121	6639	71,485
District	♦	♦	6639	$71,485
State	♦	♦	$5,677	$60,985
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			16.9	17.2

* Cells with ♦ do not require data.

Types of Services Funded

Staff provides programs and Supplemental Educational Services (SES), using Local Control Funding and categorical funding sources including the following:

• Title I, II, III
• Peer Assistance and Review (PAR)
• Migrant Education
• Special Education

Programs and services that support learning for all children, particularly economically disadvantaged, language minority and foster youth students, include focused professional development, extended learning time, Supplemental Educational Services (SES), computer-assisted learning, diagnostic assessment and reading intervention. Mesa Union School staff augment the core curriculum with arts and science instruction and academic field trips. Students also enjoy opportunities to participate in a variety of enrichment activities.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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.