



Mesa Union School

3901 North Mesa School Road • Somis, Ca 93066 • (805) 485-1411 • Grades K-8
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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Mesa Union School District

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Somis, Ca 93066
(805) 485-1411
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District Governing Board

Tonya Brunett
Mary Crull
Carolyn Rodriguez-Quddus
Bryan Stotko
Steven Sullivan

District Administration

Jeffery Turner
Superintendent

School Description

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 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.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	88
Grade 1	48
Grade 2	61
Grade 3	74
Grade 4	72
Grade 5	74
Grade 6	71
Grade 7	61
Grade 8	62
Total Enrollment	611

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.3
Asian	3.3
Filipino	4.3
Hispanic or Latino	63.7
Native Hawaiian or Pacific Islander	0.7
White	22.3
Two or More Races	4.6
Socioeconomically Disadvantaged	36.8
English Learners	19.3
Students with Disabilities	6.7
Foster Youth	0.2

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			
Mesa Union School	15-16	16-17	17-18
With Full Credential	28	30	31
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Mesa Union School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Mesa Union School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	(K-5)Houghton Mifflin Hartcourt/2017 (6-8)Houghton Mifflin Hartcourt/2017 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 Preparatory 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%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Mesa Union School has 27 classrooms, school library, multipurpose room, cafeteria, physical education facilities, science and computer labs.

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: November 2017				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
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			Playground equipment rubber surfaces need repair and/or replacement.
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	59	55	55	54	48	48
Math	50	51	44	43	36	37

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	75	76	75	69	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5		15.4	46.2
7	21.3	32.8	16.4

* 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 2016-17 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	413	411	99.52	55.47
Male	205	204	99.51	53.92
Female	208	207	99.52	57
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	80
Filipino	11	11	100	81.82
Hispanic or Latino	253	251	99.21	43.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	97	97	100	73.2
Two or More Races	25	25	100	80
Socioeconomically Disadvantaged	166	165	99.4	32.73
English Learners	98	98	100	33.67
Students with Disabilities	34	34	100	20.59
Students Receiving Migrant Education Services	15	15	100	13.33

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 2016-17 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	413	411	99.52	50.61
Male	205	204	99.51	53.43
Female	208	207	99.52	47.83
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	80
Filipino	11	11	100	72.73
Hispanic or Latino	253	251	99.21	39.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	97	97	100	68.04
Two or More Races	25	25	100	68
Socioeconomically Disadvantaged	166	165	99.4	32.12
English Learners	98	98	100	32.65
Students with Disabilities	34	34	100	20.59
Students Receiving Migrant Education Services	15	15	100	0

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 employs a family liaison position that supports family and student success.

Please contact 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 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 School Safety Plan, directed by the School Safety Committee, includes such elements as procedures and protocols staff may use in the 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 2017.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	1.4	3.0	0.6
Expulsions Rate	0.0	0.0	0.2
District	2014-15	2015-16	2016-17
Suspensions Rate	0.6	1.3	0.3
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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	

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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	22	22	20			4	6	6	2			
1	23	23	21			4	6	6	2			
2	24	24	24				6	6	6			
3	25	25	23				6	6	6			
4	30	30	31				6	6	2			
5	26	26	29				5	5	3			
6	37	37	34	1	1				8	12	12	4

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

Professional Development provided for Teachers

Since 2015-2016 the District has worked with its bargaining units to increase its commitment to professional development through the addition of one professional development day in 2016-2017 from three to four days. In 2017-2018, the implementation of "Learning Wednesdays" increased professional development activities from eight half days in the 2015-2016 and 2016-2017 to 25 half days in the 2017-2018 school year. Professional development continues to focus on the implementation of Common Core State Standards with the adoption of new K-8 math materials in 2016 and English Language Arts and English Language Development materials in 2017. Other areas of focus encompass Professional development opportunities that reinforce the implementation of Mesa Union's Multi-tiered System of Supports to include Depth and Complexity training and the integration of technology resources in support of differentiation in classroom instruction and to meet the needs of it Low-income, English learners, and gifted students. All professional development activities are aligned to the Schools Single Plan for Student Achievement and provide opportunities for data analysis, collaboration, and professional learning. Staff also participate in workshops and conferences aligned to District and school professional development goals.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,467	\$42,598
Mid-Range Teacher Salary	\$70,314	\$62,232
Highest Teacher Salary	\$83,300	\$80,964
Average Principal Salary (ES)	\$104,774	\$102,366
Average Principal Salary (MS)		\$104,982
Average Principal Salary (HS)		
Superintendent Salary	\$149,991	\$117,868
Percent of District Budget		
Teacher Salaries	35%	32%
Administrative Salaries	4%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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.

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8813	1,038	7775	68762
District	♦	♦	7775	\$68,762
State	♦	♦	\$7,775	\$61,939
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			0.0	11.0

* Cells with ♦ do not require data.