Mesa Union School District
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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.
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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Mesa Union School District
Street	3901 N. Mesa School Road
City, State, Zip	Somis, CA 93066
Phone Number	(805) 485-1411
Principal	Dr. Raul C. Ramirez
Email Address	rramirez@mesaschool.org
School Website	mesaschool.org & mesaschooldistrict.org
Grade Span	K-8
County-District-School (CDS) Code	56-72470

2025-26 District Contact Information

District Name	Mesa Union School District
Phone Number	(805) 485-1411
Superintendent	Dr. Raul Ramirez
Email Address	rramirez@mesaschool.org
District Website	mesaschool.org & mesaschooldistrict.org

2025-26 School Description and Mission Statement

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, science 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 Parent Faculty Organization (PFO) and various other district committees, including Local Control Accountability Plan (LCAP) Committee. Additionally, there are a variety of volunteer opportunities and support rich student activities before, during and after school. Mesa Union has also implemented its Framework for the Future

2025-26 School Description and Mission Statement

and Learner Profile. In 2023, Mesa Union also became an AVID (Advancing Via Individual Determination) school in order to support college and career readiness. As of 2024-2025, Mesa Union became a Schoolwide AVID Program with all grade levels implementing the AVID program into core instruction.

The district and school mission and vision statement highlighted below captures the essence of our commitment to being student-centric as we educate the whole child. The school's focus is to inspire and develop competent readers, writers, and mathematicians; cultivate scientists, researchers, explorers, innovators, reflective learners, and communicators who 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 this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	52
Grade 2	47
Grade 3	65
Grade 4	68
Grade 5	69
Grade 6	80
Grade 7	67
Grade 8	64
Total Enrollment	597

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8
Male	48.2
American Indian or Alaska Native	0.2
Asian	1.3
Black or African American	0.7
Filipino	1.5
Hispanic or Latino	81.2
Two or More Races	3.2
White	11.9
English Learners	9.4
Foster Youth	0.2
Migrant	1
Socioeconomically Disadvantaged	40.9
Students with Disabilities	7.4

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.4	94.59	27.4	94.59	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	1.97	0.5	1.97	11953.1	4.28
Unknown/Incomplete/NA	1	3.45	1	3.45	15831.9	5.67
Total Teaching Positions	29	100	29	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.8	93.84	29.8	93.84	231142.4	83.24
Intern Credential Holders Properly Assigned	1	3.14	1	3.14	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.44	0.1	0.44	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	0.44	0.1	0.44	11746.9	4.23
Unknown/Incomplete/NA	0.6	2.07	0.6	2.07	14303.8	5.15
Total Teaching Positions	31.8	100	31.8	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.4	95.84	29.4	95.84	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.46	0.1	0.46	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	0.46	0.1	0.46	12112.8	4.34
Unknown/Incomplete/NA	1	3.25	1	3.25	13705.8	4.91
Total Teaching Positions	30.7	100	30.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.1	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.1	0.1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.50	0.1	0.1
Total Out-of-Field Teachers	0.50	0.1	0.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1.4	1.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Mesa Union School provides textbooks (print and digital editions), instructional materials, and supplies to support academic learning. Textbooks are evaluated and updated on regular basis and incorporate language support materials for students identified as emerging bilingual or English learners (EL). The school and individual classroom libraries provide access to a rich selection of reading materials.

There are various personnel with responsibilities that support learning and instruction. These include: Teachers on Special Assignment (2) (TOSAs-), a library/media technician in the school library, and Reading Specialists (2) for learning support.

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

Year and month in which the data were collected	January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(K-5) Houghton Mifflin Harcourt-Journeys 2017 (6-8) Houghton Mifflin Harcourt-Collections 2017	0%
Mathematics	(K-8) Illustrative Mathematics 2023	0%
Science	(K-5) McGraw-Hill 2007 (6-8) SEPUP/LabAids 2019	0%
History-Social Science	(K-5) Pearson- My World 2019 (6-8) TCI- History Alive 2019	0%

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

School Facility Conditions and Planned Improvements

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

School Facility Conditions and Planned Improvements

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, restrooms, 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. During pandemic conditions, maintaining a safe and healthy physical environment is of utmost importance. As such, the district has made numerous repairs and replacements of equipment in order to promote cleanliness and hygiene. These include, but are not limited to: replacement of faucets in classrooms and restrooms, purchase equipment for custodial staff, upgrading custodial closets, adding equipment for handwashing and sanitizing.

In November 2018, the school district community supported the passage of Measure O which will allow the district to make significant facility improvements. Plans for renovations and upgrades to the physical plan are underway according to the district's needs assessment. In order to enhance safety and security, gates and fencing was added to the front of campus during Summer 2020. The next phase of bond projects consisted of a major roofing renovation completed in Summer 2021. A third phase of facilities improvements has been completed as of January 2022 and consists of installation of HVAC system and replacement of windows throughout the physical plant. As part of the bond project, there was also a kitchen renovation, with major upgrades to the appliances and work areas.

During the 2024-2025 school year, Mesa Union upgraded the kitchen area with new refrigeration units and installed a state of the art freezer. There were also additional capital improvements to increase workflow and storage within the cafeteria. Mesa Union also completed the construction of a water well which supports fire suppression and irrigation systems across the school campus.

Year and month of the most recent FIT report	January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	53	54	53	52	47	48
Mathematics (grades 3-8 and 11)	36	40	37	39	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	413	410	99.27	0.73	54.39
Female	215	214	99.53	0.47	61.21
Male	198	196	98.99	1.01	46.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	337	334	99.11	0.89	51.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	46	46	100.00	0.00	56.52
English Learners	38	38	100.00	0.00	10.53
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	174	172	98.85	1.15	41.28
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	27	96.43	3.57	25.93

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	413	410	99.27	0.73	40.10
Female	215	214	99.53	0.47	38.79
Male	198	196	98.99	1.01	41.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	337	334	99.11	0.89	35.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	46	46	100.00	0.00	45.65
English Learners	38	38	100.00	0.00	5.26
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	174	172	98.85	1.15	26.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	27	96.43	3.57	14.81

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	32.52	34.85	32.52	34.85	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	132	99.25	0.75	34.85
Female	76	75	98.68	1.32	37.33
Male	57	57	100.00	0.00	31.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	112	111	99.11	0.89	30.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	42.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	57	56	98.25	1.75	23.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	0.00

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Mesa Union School benefits from active parent participation. Parents are encouraged to participate in a variety of parent advisory committees (Local Control Accountability Plan Family Advisory Committee and Parent Faculty Organization (PFO), in addition through a variety of volunteer opportunities at school.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	607	605	30	5.0
Female	315	313	14	4.5
Male	292	292	16	5.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	494	493	27	5.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	19	1	5.3
White	71	71	2	2.8
English Learners	64	64	5	7.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	268	266	24	9.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	49	49	2	4.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	**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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.7	0.68	0.49	0.93	0.35	0.25	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.49	0.00
Female	0.00	0.00
Male	1.03	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.40	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.41	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.37	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Mesa Union School District places a great value on school safety, as well as student wellbeing. The district's Comprehensive School Safety Plan is reviewed annually by administration and staff and is approved by the Mesa school board on an annual basis, as well.
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D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4	0	0
1	21	1	2	0
2	22	0	3	0
3	22	0	3	0
4	21	2	4	0
5	22	3	6	0
6	26	7	11	2
Other	5	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1	2	0
1	23	0	2	0
2	20	2	1	0
3	21	1	2	0
4	23	2	4	0
5	21	3	6	0
6	27	8	1	11
Other	8	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1	2	
1	26		1	
2	24		2	
3	22		3	
4	17	4	4	
5	19	5	6	
6	27	3	20	1
Other	16	1	1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	578

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.4
Library Media Teacher (Librarian)	0.2
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Professional Development

Mesa Union School District continues to put a great emphasis on professional learning, development and collaboration. The district continues its implementation of "Learning Wednesdays", which consist of 25 half days to further professional development activities with a focus on the implementation of Common Core State Standards with the implementation of all

Professional Development

adopted instructional materials. Mesa Union also has 5 professional learning days embedded within the school year, which also offer time for professional planning and staff development. 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 students have opportunities for learning through differentiated content, processes, and products.
- Implementing a Universal Behavior Support System to teach behavioral expectations, recognize positive behavior, and clarify consequences. Specifically, Mesa focused on implementation of CHAMPS to support the development of positive learning expectations and classroom routines that foster clear expectations for students.
- Administering Universal Formative Assessments in grades TK-8 to monitor academic growth, targeted supports and interventions to improve achievement for ALL students, including English 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.
- Ensuring 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 Local Control Accountability Plan (LCAP) Goals 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 objectives.

At the conclusion of 2021-2022, Mesa Union developed its Framework for the Future, through a collaborative, interactive process with stakeholder input. The Framework for the Future includes a Learner Profile, which will serve as a foundation for goal-setting, professional development and collaboration throughout 2022-2023. Beginning in 2023, Mesa Union School District also became an AVID (Advancing Via Individual Determination) school in order to support college and career readiness.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5