



Mesa Union School

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

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Mesa Union Elementary

3901 North Mesa School Road

Somis, Ca 93066

(805) 485-1411

www.mesaschool.org

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District Administration

Dr. Raul Ramirez

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 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.

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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	72
Grade 2	72
Grade 3	70
Grade 4	56
Grade 5	63
Grade 6	73
Grade 7	67
Grade 8	63
Total Enrollment	618

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.2
Asian	2.3
Filipino	3.7
Hispanic or Latino	72.2
Native Hawaiian or Pacific Islander	0.2
White	16.5
Two or More Races	4.2
Socioeconomically Disadvantaged	41.9
English Learners	10.2
Students with Disabilities	9.4
Foster Youth	0.2
Homeless	1.3

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	18-19	19-20	20-21
With Full Credential	31	32	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	2	0	0

Teacher Credentials for Mesa Union	18-19	19-20	20-21
With Full Credential	♦	♦	32
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Mesa Union School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

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: August 2020

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.

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, 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 will consist of installation of HVAC, upgrading roofing and replacement of windows in Summer 2021.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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	Restroom in need of tile repairs
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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	60	N/A	58	N/A	50	N/A
Math	50	N/A	43	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	40	N/A	36	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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 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.

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 (School Year 2020-2021)

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 January 2021 and includes references to plans specific to pandemic conditions. Specifically, the plans cited that detail district efforts to mitigate the spread of COVID in the school/workplace include: Mesa Moving Forward Reopening Plan, Mesa Reopening and COVID Mitigation Plan and COVID Cleaning Procedures.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.6	4.9	0.7	2.6	3.5	3.5
Expulsions	0.0	0.2	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	10	10	
Expulsions		0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Speech/Language/Hearing Specialist	1
Other	2.5

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	20	4			21	2	2	2	21		2	
1	24		3		23		3		23		3	
2	25		2		23		3		23	3		
3	21		3		26		2		23		3	
4	30		2		32		2		27		2	
5	29		3		25		3		31		2	
6	26	1	17	1	23	3	18	2	21	9	16	2
Other**	6	1			7	1			5	2		

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

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

The District continues to put a great emphasis on professional learning, development and collaboration. The continued implementation of "Learning Wednesdays", in addition, to 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 implementation of recently adopted K-8 social studies curriculum (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 a 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 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 School Plan for Student Achievement (SPSA) 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.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,096	\$46,965
Mid-Range Teacher Salary	\$74,568	\$67,638
Highest Teacher Salary	\$88,340	\$88,785
Average Principal Salary (ES)	\$87,583	\$112,524
Average Principal Salary (MS)		\$117,471
Average Principal Salary (HS)		
Superintendent Salary	\$164,850	\$128,853

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	30.0
Administrative Salaries	4.0	6.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9796	1192	8604	\$70,904
District	N/A	N/A		\$70,904
State	N/A	N/A	\$7,750	\$71,448

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	10.4	-0.8

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

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 <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.