# Mesa Verde Middle School
# School Accountability Report Card
# Reported Using Data from the 2015-16 School Year
**Published During 2016-17**

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.

**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.

## About This School

**Contact Information (School Year 2016-17)**

| School Contact Information | |
|---|---|
| **School Name** | Mesa Verde Middle School |
| **Street** | 8375 Entreken Way |
| **City, State, Zip** | San Diego, CA 92129-4405 |
| **Phone Number** | 858-538-5478 |
| **Principal** | Cliff Mitchell |
| **E-mail Address** | clmitchell@powayusd.com |
| **Web Site** | http://www.powayusd.com/mvms |
| **CDS Code** | 37682966111306 |

| District Contact Information | |
|---|---|
| **District Name** | Poway Unified |
| **Phone Number** | 858-521-2800 |
| **Superintendent** | Mel Robertson, Ed.D |
| **E-mail Address** | elehew@powayusd.com |
| **Web Site** | www.powayusd.com |

**School Description and Mission Statement (School Year 2016-17)**

Mesa Verde Middle School, located in Rancho Penasquitos, a suburb of northern San Diego, California, exemplifies the educational heights that can be attained when a solid partnership exists between school and community. Built in 1994 and situated on over 30 acres, the campus has 59 permanent classrooms clustered into three main villages, a number of conference rooms, an office complex, a performing arts center, band and orchestra rooms, four computer labs, a fitness lab, a cafeteria, a gymnasium, large playing fields, athletic facilities, and several specially designed rooms for meeting the needs of students who have severe handicaps. The library, in addition to housing the student circulation collection, also provides technological media access. Almost every classroom has at least two computers; an installed LCD Projector system, document camera, and all are networked to the site file server. From the network, informational software, as well as access to the Internet is provided school-wide.

Mesa Verde is one of six middle schools in the Poway Unified School District. The school serves a culturally and ethnically diverse middle class population of students who live in single-family homes and apartments west of Interstate 15 and clustered near Route 56. There are fifteen different ethnic groups represented within our student body of just over 1300 students.

The staff of certificated and classified employees strives to provide the very best educational experience possible for the 1,300 students who call Mesa Verde home. MVMS employs 45 full time teachers and 6 part-time teachers, plus 6 additional certificated specialists: three full time administrators, one part-time Librarian, two counselors, one school psychologist, and one speech therapist. Mesa Verde also benefits from the assistance of 36 additional classified staff members who serve in a variety of capacities: instructional assistants, office staff, custodians, and cafeteria workers.

Mesa Verde Middle School enjoys an excellent reputation within the immediate and outer lying communities of San Diego and Poway. MVMS became the first school at the secondary level within the Poway Unified School District to achieve an API score over 900. Mesa Verde currently has an API score of 944. MVMS is a California Distinguished School and a National Blue Ribbon School of Excellence. Students and teachers from MVMS are routinely honored for excellence each year from outside agencies like the San Diego County Fair, the California Association of Directors of Activities, the California Association of Student Leaders, the Science Olympiad, and from various service clubs (e.g.: Lions Club, Rotary Club, etc.) and Regional and State Band and Orchestra organizations.

MVMS parents are actively involved members of decision and policy-making committees. The PTSA and School Site Council place parents in decision-making roles within the school. Our PTSA boasts a membership of 1032 and our parent volunteers log an average of 425 volunteer hours each month. In addition, the MV Foundation’s membership has grown, and in the last five years, focused its annual operating budget on the support for our Library, Art, Drama, Robotics, and Band programs, and the Math, Physical Education and Science Departments as well as technology upgrades.

Thanks to the strong support of the parents, a weekly Professional Time Day allows collaboration amongst all stake holders. MVMS students commence school an hour later than normal each Wednesday (which allows us to coincide our schedule with Westview High School). This time allows teachers to pursue staff development opportunities and to collaborate within and between content areas as well as grade levels. Professional time has improved communication between teachers and helped to foster a more cohesive and thoughtful school-wide instructional program.

Finally, the staff at Mesa Verde continues to be committed to pursuing three main goals: 1) Improvement of Writing and Math Instruction, 2) Using Data to Inform Instructional Priorities, and 3) Increasing Parental Participation (Parents as Partners). Specific information pertaining to each of these goals is detailed in the Literacy Plan of the SPSA published on our school's website.

**Student Enrollment by Grade Level (School Year 2015-16)**

| Grade Level | Number of Students |
|---|---|
| **Grade 6** | 418 |
| **Grade 7** | 424 |
| **Grade 8** | 433 |
| **Total Enrollment** | 1,275 |

**Student Enrollment by Group (School Year 2015-16)**

| Student Group | Percent of Total Enrollment |
|---|---|
| **Black or African American** | 2.3 |
| **American Indian or Alaska Native** | 0.1 |
| **Asian** | 33.9 |
| **Filipino** | 10 |
| **Hispanic or Latino** | 7.1 |
| **Native Hawaiian or Pacific Islander** | 0.7 |
| **White** | 40.6 |
| **Two or More Races** | 5.1 |
| **Socioeconomically Disadvantaged** | 12.5 |
| **English Learners** | 6 |
| **Students with Disabilities** | 10.5 |
| **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**

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| **With Full Credential** | 52 | 52 | 53 | 1468 |
| **Without Full Credential** | 0 | 0 | 0 | 0 |
| **Teaching Outside Subject Area of Competence (with full credential)** | 0 | 0 | 0 | 0 |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|---|---|---|---|
| **Misassignments of 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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| **This School** | 100.0 | 0.0 |
| **All Schools in District** | 100.0 | 0.0 |
| **High-Poverty Schools in District** | 100.0 | 0.0 |
| **Low-Poverty Schools in District** | 100.0 | 0.0 |

Note: 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)**

**Year and month in which data were collected:** 10/1/2016

Each pupil, including English learners, has textbooks or other materials, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education. | Yes | 0 |
| **Mathematics** | Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education. | Yes | 0 |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Science** | Each pupil, including English learners, has a textbook or Science material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education. | Yes | 0 |
| **History-Social Science** | Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education. | Yes | 0 |
| **Foreign Language** | Each pupil who is enrolled in a Foreign Language course, including English learners, has a textbook or foreign language material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education. | Yes | 0 |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

**School Facility Good Repair Status (Most Recent Year)**

| **School Facility Good Repair Status (Most Recent Year)**<br>**Year and month of the most recent FIT report:** 02/24/16 | | | | |
|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | **Repair Needed and Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | | | X | 2/3 of campus Heating system inop, HVAC needs replacing in key areas |

| School Facility Good Repair Status (Most Recent Year)<br>Year and month of the most recent FIT report: 02/24/16 | | | | |
|---|---|---|---|---|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| **Interior:** Interior Surfaces | | | X | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | | X | | |
| **Electrical:** Electrical | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | | | X | NEEDS FIXTURE UPDATE |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | | | X | Need new roof across campus, Parapets need to be weather proofed. |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | | | X | NEEDS BLACKTOP RE-SURFACING, Window gaskets leak, underground sprinkler lines broken. |

**Overall Facility Rating (Most Recent Year)**

| Year and month of the most recent FIT report: 02/24/16 | | | | |
|---|---|---|---|---|
| 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

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---|---|---|---|---|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| **English Language Arts/Literacy** | 82 | 82 | 72 | 75 | 44 | 48 |
| **Mathematics** | 68 | 69 | 65 | 67 | 34 | 36 |

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.

**CAASPP Test Results in ELA by Student Group**
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|---|---|---|---|---|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| **All Students** | **6** | 424 | 422 | 99.5 | 78.0 |
| | **7** | 423 | 417 | 98.6 | 83.2 |
| | **8** | 436 | 434 | 99.5 | 83.4 |
| **Male** | **6** | 218 | 217 | 99.5 | 76.5 |
| | **7** | 203 | 201 | 99.0 | 78.1 |
| | **8** | 235 | 233 | 99.2 | 83.3 |
| **Female** | **6** | 206 | 205 | 99.5 | 79.5 |
| | **7** | 220 | 216 | 98.2 | 88.0 |
| | **8** | 201 | 201 | 100.0 | 83.6 |
| **Black or African American** | **6** | 13 | 13 | 100.0 | 30.8 |
| | **7** | 11 | 11 | 100.0 | 72.7 |
| | **8** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | **6** | -- | -- | -- | -- |
| | **7** | -- | -- | -- | -- |
| **Asian** | **6** | 151 | 149 | 98.7 | 84.6 |
| | **7** | 146 | 145 | 99.3 | 92.4 |
| | **8** | 137 | 137 | 100.0 | 94.2 |
| **Filipino** | **6** | 47 | 47 | 100.0 | 78.7 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|---|---|---|---|---|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | **7** | 44 | 44 | 100.0 | 77.3 |
| | **8** | 35 | 35 | 100.0 | 80.0 |
| **Hispanic or Latino** | **6** | 30 | 30 | 100.0 | 60.0 |
| | **7** | 31 | 30 | 96.8 | 73.3 |
| | **8** | 31 | 31 | 100.0 | 61.3 |
| **Native Hawaiian or Pacific Islander** | **6** | -- | -- | -- | -- |
| | **7** | -- | -- | -- | -- |
| | **8** | -- | -- | -- | -- |
| **White** | **6** | 157 | 157 | 100.0 | 80.3 |
| | **7** | 166 | 162 | 97.6 | 80.3 |
| | **8** | 195 | 193 | 99.0 | 81.3 |
| **Two or More Races** | **6** | 19 | 19 | 100.0 | 68.4 |
| | **7** | 21 | 21 | 100.0 | 81.0 |
| | **8** | 26 | 26 | 100.0 | 73.1 |
| **Socioeconomically Disadvantaged** | **6** | 54 | 54 | 100.0 | 51.9 |
| | **7** | 45 | 44 | 97.8 | 59.1 |
| | **8** | 46 | 46 | 100.0 | 65.2 |
| **English Learners** | **6** | 31 | 30 | 96.8 | 23.3 |
| | **7** | 22 | 22 | 100.0 | 22.7 |
| | **8** | 20 | 20 | 100.0 | 40.0 |
| **Students with Disabilities** | **6** | 39 | 39 | 100.0 | 43.6 |
| | **7** | 56 | 55 | 98.2 | 29.1 |
| | **8** | 48 | 47 | 97.9 | 29.8 |
| **Foster Youth** | **6** | -- | -- | -- | -- |
| | **7** | -- | -- | -- | -- |
| | **8** | -- | -- | -- | -- |

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 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.

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 Test Results in Mathematics by Student Group**
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|---|---|---|---|---|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| **All Students** | **6** | 424 | 423 | 99.8 | 63.8 |
| | **7** | 423 | 417 | 98.6 | 71.5 |
| | **8** | 436 | 436 | 100.0 | 70.3 |
| **Male** | **6** | 218 | 217 | 99.5 | 65.0 |
| | **7** | 203 | 201 | 99.0 | 74.6 |
| | **8** | 235 | 235 | 100.0 | 73.1 |
| **Female** | **6** | 206 | 206 | 100.0 | 62.6 |
| | **7** | 220 | 216 | 98.2 | 68.5 |
| | **8** | 201 | 201 | 100.0 | 67.2 |
| **Black or African American** | **6** | 13 | 13 | 100.0 | 23.1 |
| | **7** | 11 | 11 | 100.0 | 36.4 |
| | **8** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | **6** | -- | -- | -- | -- |
| | **7** | -- | -- | -- | -- |
| **Asian** | **6** | 151 | 150 | 99.3 | 81.3 |
| | **7** | 146 | 145 | 99.3 | 89.7 |
| | **8** | 137 | 137 | 100.0 | 86.9 |
| **Filipino** | **6** | 47 | 47 | 100.0 | 51.1 |
| | **7** | 44 | 44 | 100.0 | 61.4 |
| | **8** | 35 | 35 | 100.0 | 65.7 |
| **Hispanic or Latino** | **6** | 30 | 30 | 100.0 | 50.0 |
| | **7** | 31 | 30 | 96.8 | 60.0 |
| | **8** | 31 | 31 | 100.0 | 41.9 |
| **Native Hawaiian or Pacific Islander** | **6** | -- | -- | -- | -- |
| | **7** | -- | -- | -- | -- |
| | **8** | -- | -- | -- | -- |
| **White** | **6** | 157 | 157 | 100.0 | 58.6 |
| | **7** | 166 | 162 | 97.6 | 64.2 |
| | **8** | 195 | 195 | 100.0 | 65.5 |
| **Two or More Races** | **6** | 19 | 19 | 100.0 | 57.9 |
| | **7** | 21 | 21 | 100.0 | 71.4 |
| | **8** | 26 | 26 | 100.0 | 57.7 |
| **Socioeconomically Disadvantaged** | **6** | 54 | 54 | 100.0 | 37.0 |
| | **7** | 45 | 44 | 97.8 | 52.3 |
| | **8** | 46 | 46 | 100.0 | 50.0 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|---|---|---|---|---|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| **English Learners** | **6** | 31 | 31 | 100.0 | 16.1 |
| | **7** | 22 | 22 | 100.0 | 18.2 |
| | **8** | 20 | 20 | 100.0 | 15.0 |
| **Students with Disabilities** | **6** | 39 | 39 | 100.0 | 20.5 |
| | **7** | 56 | 55 | 98.2 | 18.2 |
| | **8** | 48 | 48 | 100.0 | 12.8 |
| **Foster Youth** | **6** | -- | -- | -- | -- |
| | **7** | -- | -- | -- | -- |
| | **8** | -- | -- | -- | -- |

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 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.

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 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 | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| **Science (grades 5, 8, and 10)** | 90 | 90 | 94 | 83 | 83 | 83 | 60 | 56 | 54 |

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.

**CAASPP Test Results in Science by Student Group**
**Grades Five, Eight, and Ten (School Year 2015-16)**

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|---|---|---|---|---|
| **All Students** | 436 | 433 | 99.3 | 93.8 |
| **Male** | 235 | 233 | 99.2 | 94.9 |
| **Female** | 201 | 200 | 99.5 | 92.5 |
| **Asian** | 137 | 137 | 100.0 | 98.5 |
| **Filipino** | 35 | 35 | 100.0 | 88.6 |
| **Hispanic or Latino** | 31 | 30 | 96.8 | 83.3 |
| **White** | 195 | 193 | 99.0 | 92.2 |
| **Two or More Races** | 26 | 26 | 100.0 | 96.2 |
| **Socioeconomically Disadvantaged** | 46 | 46 | 100.0 | 82.6 |
| **English Learners** | 20 | 20 | 100.0 | 75.0 |
| **Students with Disabilities** | 48 | 47 | 97.9 | 63.8 |

Note: 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.

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.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| **7** | 12.6 | 24.9 | 50.1 |

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.

## 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)**

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Mesa Verde recognizes the importance of the partnership between home and school and remains committed to supporting the Parents As Partners Core Values. Parents have been included in the continuous improvement process and serve in an advisory capacity on several committees: School SITE Council, DAC, PTSA, MVMS Foundation, etc. We are also working on ways to help parents feel more welcome on campus and to make information more readily accessible (school website, Learning Point, MAP's, Connect Ed, AB 1802, etc...).

### 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.

**Suspensions and Expulsions**

| Rate | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| **Suspensions** | 0.7 | 0.5 | 0.3 | 1.2 | 1.1 | 1.2 | 4.4 | 3.8 | 3.7 |
| **Expulsions** | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 |

**School Safety Plan (School Year 2016-17)**

A strong emphasis is placed on good citizenship at Mesa Verde Middle School. We have an excellent Character Education program and we enjoy a very positive school climate. Students are encouraged to take personal responsibility for their choices and the consequences of same. Through multiple interventions before, during, and after school, students most at risk are supported. Staff members invest time getting to know students personally, and through relationship and influence challenge inappropriate behavior and poor character. Each fall, students and parents are informed of our expectations through our Eagle Agenda, school-wide assemblies, classroom discussions, parent handbook, school newsletter, and website.

## 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.

**Federal Intervention Program (School Year 2016-17)**

| Indicator | School | District |
|---|---|---|
| **Program Improvement Status** | | In PI |
| **First Year of Program Improvement** | | 2012-2013 |
| **Year in Program Improvement*** | | Year 2 |
| **Number of Schools Currently in Program Improvement** | N/A | 4 |
| **Percent of Schools Currently in Program Improvement** | N/A | 100.0 |

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

**Average Class Size and Class Size Distribution (Secondary)**

| Subject | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| **English** | 32 | 2 | 2 | 23 | 28 | 4 | 14 | 12 | 17 | 10 | 47 | 18 |
| **Mathematics** | 26 | 10 | 8 | 15 | 28 | 6 | 5 | 19 | 23 | 15 | 31 | 9 |
| **Science** | 34 | | 3 | 22 | 31 | 1 | 10 | 16 | 30 | 3 | 21 | 18 |
| **Social Science** | 34 | | 3 | 22 | 31 | 1 | 16 | 10 | 29 | 5 | 21 | 18 |

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2015-16)**

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| **Academic Counselor** | 2 | 650 |
| **Counselor (Social/Behavioral or Career Development)** | 0 | N/A |
| **Library Media Teacher (Librarian)** | .5 | N/A |
| **Library Media Services Staff (Paraprofessional)** | 1 | N/A |
| **Psychologist** | .8 | N/A |
| **Social Worker** | 0 | N/A |
| **Nurse** | 0 | N/A |
| **Speech/Language/Hearing Specialist** | 1.2 | N/A |
| **Resource Specialist** | 0 | N/A |
| **Other** | 0 | N/A |

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

*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|---|---|---|---|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| **School Site** | -- | -- | -- | $72,131.48 |
| **District** | N/A | N/A | $8,962 | $77,791 |
| **Percent Difference: School Site and District** | N/A | N/A | -- | -0.8 |
| **State** | N/A | N/A | $5,677 | $75,837 |
| **Percent Difference: School Site and State** | N/A | N/A | -- | -1.2 |

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

**Types of Services Funded (Fiscal Year 2015-16)**

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $45,237 | $45,092 |
| **Mid-Range Teacher Salary** | $79,910 | $71,627 |
| **Highest Teacher Salary** | $97,997 | $93,288 |
| **Average Principal Salary (Elementary)** | $122,843 | $115,631 |
| **Average Principal Salary (Middle)** | $138,732 | $120,915 |
| **Average Principal Salary (High)** | $131,028 | $132,029 |
| **Superintendent Salary** | $305,178 | $249,537 |
| **Percent of Budget for Teacher Salaries** | 38% | 37% |
| **Percent of Budget for Administrative Salaries** | 5% | 5% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

**Professional Development (Most Recent Three Years)**

Research supports the positive effects professional development has on increasing student learning. All teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.