

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/>.

2024-25 School Contact Information

School Name	
Street	14000 Peach Hill Road
City, State, Zip	Moorpark, CA 93021
Phone Number	(805) 378-6309
Principal	Shannon Madsen
Email Address	smadsen@mrpk.org
School Website	https://mvs-moorpark-ca.schoolloop.com/
Grade Span	6-8
County-District-School (CDS) Code	56 73940 6112189

2024-25 District Contact Information

District Name	Moorpark Unified School District
Phone Number	(805) 378-6300
Superintendent	Dr. Kelli Hays
Email Address	khays@mrpk.org
District Website	http://www.mrpk.org/

2024-25 School Description and Mission Statement

Mesa Verde Middle School continues to build a proud tradition of providing exemplary middle-level education designed to meet the academic, creative, and social-emotional needs of each student. The diverse student body benefits from a challenging curriculum, individualized attention, and a variety of exploratory and extracurricular activities. We exemplify our "core values" that embody what it means to be PUMAS; P-ositve, U-nited, M-indful, A-cademic, and School-Spirited, in all of our actions to continuously improve and grow as a community of learners.

At Mesa Verde, we believe in a middle school philosophy that embraces the development of the whole child. Students are

2024-25 School Description and Mission Statement

exposed to a variety of exploratory and elective classes. Each student has access to curriculum enrichment opportunities, intramural athletics, and a variety of clubs and activities. These offerings allow students to explore and develop their interests and passions as they grow through their middle school years.

Mission Statement: Mesa Verde Middle School develops the skills and provides the support and opportunities necessary for all students to achieve academic success, to grow socially and emotionally, and to strengthen character in a safe and positive environment.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	169
Grade 7	196
Grade 8	191
Total Enrollment	556

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8
Male	48
Non-Binary	0.2
Asian	7.4
Black or African American	0.9
Filipino	1.1
Hispanic or Latino	46
Two or More Races	4.3
White	40.3
English Learners	8.5
Homeless	1.6
Socioeconomically Disadvantaged	31.8
Students with Disabilities	17.6

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.

2020-21 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)	16.80	63.89	227.70	85.14	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.80	0.69	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.00	15.18	14.90	5.58	12115.80	4.41
Unknown/Incomplete/NA	5.50	20.86	22.40	8.40	18854.30	6.86
Total Teaching Positions	26.40	100.00	267.50	100.00	274759.10	100.00

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.

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)	15.60	60.70	225.40	83.58	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	3.21	1.90	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.62	4.60	1.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	9.17	12.80	4.75	11953.10	4.28
Unknown/Incomplete/NA	6.70	26.23	24.90	9.23	15831.90	5.67
Total Teaching Positions	25.80	100.00	269.70	100.00	279044.80	100.00

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)	18.00	79.48	216.80	86.97	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	2.40	0.97	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.90	1.97	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.80	12.71	14.00	5.64	11746.90	4.23
Unknown/Incomplete/NA	1.70	7.72	11.00	4.44	14303.80	5.15
Total Teaching Positions	22.60	100.00	249.30	100.00	277698.00	100.00

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.10	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.10	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.00	0.1
Local Assignment Options	3.40	2.30	2.7
Total Out-of-Field Teachers	4.00	2.30	2.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.9	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature and Language Arts Grade 6-8, Study Sync, BookheadEd Learning 2017	Yes	0
Mathematics	Grade 6-8: CMP3-Connected Mathematics3 Pearson 2014 Math 1CP: Carnegie Learning 2013 Math 1 Honors: Carnegie Learning 2013	Yes	0
Science	Grade 6 - Focus on Earth Science, Glencoe 2007 Grade 7 - Focus on Life Science, Prentice Hall 2008 Grade 8 - Focus on Physical Science, Prentice Hall 2008	No	0
History-Social Science	Grade 6: World History Ancient Civilizations Grade 7: Medieval & Early Modern Times Grade 8: Creating America (McDougal Littell, 2006-2007)	No	0
Foreign Language	Asi se dice! - Spanish I (Glencoe)	Yes	0
Health	Health and Wellness, McMillan/McGraw Hill 2006 Positive Prevention Plus* Copyright 2016	Yes	0
Visual and Performing Arts	N/A		

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

School Facility Conditions and Planned Improvements

Mesa Verde Middle School opened in 1994. Our campus consists of ten buildings, which include classrooms, administrative offices, a health office, a multipurpose room/gym, a library, a cafeteria, and a drama room. Eleven portable classrooms are also on campus – five on the north side and six on the south. One of the south classrooms is used as the District health office. In

School Facility Conditions and Planned Improvements

In addition, the 2005-06 school year marked the first year of our newly completed state-of-the-art band room. In 2014 renovations to transform an empty classroom into a 21st Century Learning Center were completed. Our quad area is adjacent to the multipurpose room and provides the space for the students to eat and congregate. The area is covered and tables are provided. There is also a stage area that opens to the quad and is used for outdoor assemblies and other school activities. In 2015 a mural was added above the outdoor stage that depicts the core values of Mesa Verde; Positive, United, Mindful, Academic, and School-Spirited. A patriotic mural on the south wall of the library (donated in 2002) opens to the quad area for all students and staff to enjoy. All teachers and students have pleasant classrooms in which to work. Each of our classrooms are "active" classrooms and contain a state of the art Newline Interactive Whiteboard - a versatile, high-tech display designed to enhance collaboration, engagement, and productivity in classroom. In the fall of 2020, Mesa Verde went one-to-one by and was able to provide all students with a district-issued Chromebook.

Mesa Verde Middle School is set upon a prime parcel of land. The hilltop campus has spectacular panoramic views of the surrounding Moorpark hills and contains large lush grass areas on its north and south sides. These fields provide play areas as well as space used for our physical education classes. The north or lower PE field contains two softball fields and areas large enough for one football and three soccer fields. The adjacent blacktop area holds six basketball courts and six tennis courts. In August of 2018, this blacktop area was repaved and court times repainted. The south side of the campus has a large blacktop area that our sixth-grade students use as a playground during lunch where they can play volleyball, tetherball, and basketball on a full-length court. In October of 2020, the process of repainting the building exteriors on campus began. The interior of Mesa Verde's campus has been beautified with the addition of concrete walkways, planters, and landscaping. The planters also serve as benches for our students and are filled with a beautiful array of plants and trees. During the summer of 2021, turf was installed in the main quad offering students additional seating areas at lunch. The facilities and grounds are well maintained by the District's Grounds and Maintenance Departments. Any minor maintenance is performed in a timely manner, while major projects and repairs are completed as required. Mesa Verde uses the Standardized Emergency Management System (SEMS) to provide direction when necessary, and also has energy-saving lighting, air conditioning, and water systems. In 2023, Mesa Verde underwent significant upgrades to its facilities with the replacement of the air conditioning system and the installation of updated thermostats in every building to enhance energy efficiency and climate control. Continuing these sustainability efforts, solar panels were installed in 2024, further supporting our commitment to environmental responsibility and reducing the school's carbon footprint.

Year and month of the most recent FIT report

11/25/2024

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			K1: Termites previously reported K2: Termites previously reported
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			J2: Outside classroom drainage issue - flooding when rains

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 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	52	49	56	54	46	47
Mathematics (grades 3-8 and 11)	37	36	42	43	34	35

2023-24 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	562	551	98.04	1.96	49.00
Female	294	287	97.62	2.38	50.17
Male	267	263	98.50	1.50	47.91
American Indian or Alaska Native	--	--	--	--	--
Asian	41	40	97.56	2.44	77.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	257	250	97.28	2.72	30.80
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	23	95.83	4.17	73.91
White	227	226	99.56	0.44	62.39
English Learners	44	39	88.64	11.36	5.13
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	185	180	97.30	2.70	22.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	97	98.98	1.02	12.37

2023-24 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	562	556	98.93	1.07	35.61
Female	294	289	98.30	1.70	32.87
Male	267	266	99.63	0.37	38.72
American Indian or Alaska Native	--	--	--	--	--
Asian	41	41	100.00	0.00	63.41
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	257	254	98.83	1.17	19.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	23	95.83	4.17	60.87
White	227	226	99.56	0.44	46.90
English Learners	44	44	100.00	0.00	4.55
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	185	184	99.46	0.54	13.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	97	98.98	1.02	7.22

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	47.62	38.95	40.12	39.59	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	196	191	97.45	2.55	38.74
Female	98	94	95.92	4.08	36.17
Male	98	97	98.98	1.02	41.24
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	90	89	98.89	1.11	22.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	74	73	98.65	1.35	49.32
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	67	66	98.51	1.49	19.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	37	100.00	0.00	8.11

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.

2023-24 California Physical Fitness Test Results

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
Grade 7	99	96	98	96	93

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.

2024-25 Opportunities for Parental Involvement

Mesa Verde Middle School families are encouraged to become involved during their time with us and share their time, talents, resources, and experiences seeking to enrich the Mesa experience. There are many parent groups such as PTSA, Instrumental Music Boosters, School Site Council, and English Learner Advisory Council (ELAC) that parents are encouraged to become a part of. In addition, parents are encouraged to volunteer on campus and in classrooms, chaperone field trips, and volunteer at various school activities. Information about opportunities to get involved is shared on a regular basis and in multiple ways. Parent Square is utilized to communicate with parents through direct message and mass posts. Our school website calendar is up to date and available at all times. Social Media outlets such as Facebook and Instagram are used to share upcoming events and exciting happenings on campus. Our friendly, knowledgeable, and bilingual office staff is eager to help parents whether in person or over the phone.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	571	570	55	9.6
Female	298	297	33	11.1
Male	272	272	21	7.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	41	41	2	4.9
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	264	263	30	11.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	24	24	0	0.0
White	229	229	21	9.2
English Learners	50	50	6	12.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	191	190	24	12.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	103	103	20	19.4

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.69	6.56	3.85	1.71	2.75	2.89	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.07	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.85	0.00
Female	3.02	0.00
Male	4.78	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	6.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.17	0.00
White	1.31	0.00
English Learners	6.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.85	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.77	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.

2024-25 School Safety Plan

The School Safety Plan is updated annually before it is reviewed with staff at the beginning of each school year. Safety drills are practiced routinely on a monthly basis. Drills include duck and cover, evacuation and lockdown procedures. Twice a year, a Districtwide disaster drill is conducted. Visitors to Mesa Verde are required to register in the main office and wear a "visitor" or

2024-25 School Safety Plan

“volunteer” badge at all times while on campus. Students are only released from school to a parent/guardian or individuals listed in their emergency files.

Mesa Verde is a closed campus secured by perimeter fencing and is monitored from 8:00 a.m. to 3:45 p.m. daily by campus supervisors. Starting in 2022, push gates were added to improve controlled access to the campus, and security cameras were strategically placed to monitor activity and deter potential issues. Vape detectors were also installed to address and reduce the use of vaping devices on school grounds. In 2024, we further strengthened campus security by implementing a buzz-in entry system, ensuring that visitors are screened before gaining access to the school. These measures reflect our commitment to maintaining a safe and secure environment for all students, staff, and visitors.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	7	10	2
Mathematics	25	4	10	2
Science	28	2	8	4
Social Science	28	2	9	3

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	5	6	5
Mathematics	29	4	4	6
Science	38		4	7
Social Science	30	2	2	8

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	4	4	7
Mathematics	28	3	6	5
Science	32	1	4	7
Social Science	29	1	6	6

2023-24 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	370.67

2023-24 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)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$78,735
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2023-24 Types of Services Funded

State and Federal programs at Mesa Verde Middle School: Special Education, Federal funding for professional development (Title II), and Federal funding for English Learners (Title III). Through these programs, we offer intervention, staff development, parent education and engagement opportunities, and supplementary materials.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,138	\$58,855
Mid-Range Teacher Salary	\$76,972	\$92,519
Highest Teacher Salary	\$101,789	\$114,665
Average Principal Salary (Elementary)	\$134,405	\$142,791
Average Principal Salary (Middle)	\$138,591	\$151,078
Average Principal Salary (High)	\$161,516	\$167,094
Superintendent Salary	\$242,711	\$281,086
Percent of Budget for Teacher Salaries	28.5	30.99
Percent of Budget for Administrative Salaries	6.58	5.37

Professional Development

Fifteen total days were provided for professional development during the past three-year period.

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

Subject	2022-23	2023-24	2024-25

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement			4
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